REPORT RESUMES

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SELECTED, ANNOTATED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION.

BY- GEORGIADES, WILLIAM AND OTHERS

OREGON STATE DEPT. OF EDUCATION, SALEM

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THIS BIBLIOGRAPHY DRAWS TOGETHER AN EXTENSIVE SOURCE OF LITERATURE RELATED TO NEW PATTERNS IN THE UTILIZATION OF STAFF AND TALENTS, TEAM TEACHING, AND FLEXIBLE SCHEDULING. (GB)

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THE OREGON PROGRAM

A DESIGN FOR THE
IMPROVEMENT OF EDUCATION

SELECTED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION

Oregon State Department of Education
Leon P. Minear, Superintendent

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SELECTED, ANNOTATED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION

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FOREWORD

The stated objectives of The Oregon Program include the improved utilization of staff and talent. During 1962-63, staff members from school districts, colleges and universities, and the State Department of Education engaged in extensive in-service training in this area, benefitting from travel and observation as well as the spoken and printed words of well-known consultants.

The purpose of this bibliography is to draw together the body of knowledge currently available concerning staff utilization in order to provide a single reference document for Oregon Program participants and other interested educators.

Dr. William Georgiades directed the compilation of these materials. He points out the significance of this document, as well as some of its limitations, in the following statement:

> New patterns of staff utilization are among the dynamic ideas which are breathing new life into the American public schools of the '60's. These patterns have resulted in the development of new concepts in American education. Paramount among these concepts is team teaching which is an organizational structure for using effectively several methods of instruction, such as large-group instruction, small-group instruction, and individual study. Also identified as a newer concept is a program of flexible scheduling employing variable time modules. Professional conferences and publications have produced a "high tide" of materials relating to these ideas.
>
> During a period when such articles are appearing in increasing volume, any bibliography is necessarily partial and tentative. Only those articles which were available to the researchers have been included. It is with an awareness of these limitations that the following materials have been prepared.

Leon P. Minear
Superintendent Public Instruction

TABLE OF CONTENTS

Rationale, Organization, and Assessment of Innovations in Staff Utilization 1

Elementary School Staff Utilization Practices 19

Secondary School Staff Utilization Practices 33

College Staff Utilization Practices 79

Recruiting and Educating Teachers for New Staff Utilization Practices 81

Role of Teacher Assistants and Use of New Technology 85

School Plant Innovations 99

RATIONALE, ORGANIZATION, AND ASSESSMENT OF INNOVATIONS IN STAFF UTILIZATION

"A Principal Evaluates Experimental Programs." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 245-246.

An enlightening article presenting a principal's comments about the team teaching staff, the students, and the parents.

Ackerlund, George C. "Some Teacher Views on the Self-Contained Classroom." Phi Delta Kappan, XL (April 1959), 283-285.

Discusses the traditional classroom organization. Implies that better methods are possible.

"Administrator's Guide to Team Teaching." Education Digest, Vol. 29, No. 1 (September 1963), 32-33. (Reported from Overview, IV, April 1963, 54-55).

Administrators are strongly in favor of team teaching because it is regaining and strengthening their role as instructional leaders. Cited is the West District Elementary School in Farmington, Connecticut, for its flexible architectural arrangement.

Alexine, Mary, Sister. "Team Instruction of Large Groups." Catholic School Journal, Vol. 64, No. 10 (December 1964), 25-28.

Team teaching and large group instruction posed as solution to problem of too few competent teachers and too many students. Quality of instruction gains overall.

Anderson, Robert H. "Team Teaching Advantages." Nation's Schools, Vol. 65, No. 5 (May 1960), 64-65.

Gives a brief history of team teaching in the United States.

Anderson, Robert H. "Teach Teaching." National Education Association Journal, Vol. 1, No. 3 (March 1961), 52-54.

A concise description of the locale and organization of team teaching. Data complete with examples, results, problems and theoretical advantages.

Anderson, Robert H. "Some Types of Cooperative Teaching in Current Use." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 22-26.

Discusses some of the many different patterns of school and staff organization that fall under the general heading of "cooperative teaching." Cites 12 patterns in current use, and discusses whether they are set up to solve pupil grouping, administrative, teacher interdependence, or technological and staff resources problems.

Anrig, Gregory. "Promising and Perplexing Aspects of Large Group Teaching Experiments." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 253-259.

Discusses the advantages and disadvantages of team teaching.

Armstrong, Hubert. "Outline for the Use in the Evaluation of the Ford Teaching Team Project Under the Auspices of the Claremont Graduate School." Claremont, California: Claremont Graduate School. 5 pp. (Mimeographed)

Contains descriptions, value judgments, observations, purposes, objectives, philosophy and logic of methodology, experimental design, action research, and decision analysis for program.

Arnim, Dorothy H. "A New Dimension in Team Teaching." International Journal of Religious Education, Vol. 40, No. 1 (September 1963), 10-11, 37.

Discusses the importance of the planning session in group teaching--a new dimension in the team approach to teaching.

Arnold, William E. "Is Team Teaching the Answer?" School and Society, Vol. 91, No. 2234 (December 14, 1963), 407-409.

Points out that team teaching can be an effective means of meeting some of the problems facing schools today; but that the basic purposes should be clearly defined and thoroughly understood before a school initiates such a program. Acknowledging that the wide diversity in the various team programs makes a precise definition difficult, the article does identify some of the common elements. Also, calls attention to some of the pitfalls which may be encountered in inaugurating a team teaching program.

Bair, Medill, and Woodward, Richard G. Team Teaching in Action. Boston: Houghton Mifflin Company, 1964. 229 pp.

Discusses one of the most advanced team teaching programs in existence today. This is the program initiated and developed by the Lexington (Mass.) Public Schools in cooperation with the School and University Program for Research and Development.

Becker, Harry A., et al. "Team Teaching." The Instructor, Vol. 71, No. 10 (June 1962), 43-45.

The author discusses the utilization of teacher talents, instructional time, and audio-visual materials.

Beggs, David W. "Summer Staff-Utilization Workshop Enables Lakeview Junior-Senior High School to Plan Studies." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 254-256.

A summer workshop is organized to study projects in team teaching to improve the program.

Beggs, David W., Ed. Team Teaching; Bold New Venture. Indianapolis, Indiana: Unified College Press, 1964. 192 pp.

Team teaching is defined and evaluated by twelve contributors.

Brownell, John A., and Taylor, Harris A. "Theoretical Perspectives for Teaching Teams." Phi Delta Kappan, XLIII, No. 4 (January 1962), 150-157.

The article lists goals for teaching teams. Models illustrating several team patterns are included.

Cashen, Valjean M. "Using Specialists as a Team in Improving Learning." *Educational Leadership*, Vol. 19, No. 2 (November 1961), 115-117.

Recognizes classroom teachers, curriculum directors, directors of audiovisual aids, directors of research, university consultants, etc., as members of teaching team.

Clark, Esmer K. "Team Teaching--Threat or Promise." *California Journal of Secondary Education*, XXXVI, No. 7 (November 1961), 445-446.

Arguments are presented in favor of team teaching. Contains a thorough discussion of teacher aides.

Cleland, George L. "Interest of State Departments of Education in Staff Utilization Studies." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 181-184.

Explains the position of state departments of education in relation to staff utilization projects.

Corrigan, Dean and Hynes, Robert. "Team Teaching: Proceed with Caution!" *The Clearing House*, Vol. 39, No. 5 (January 1965), 312.

Presents a number of suggestions which should be considered by any school planning to initiate a team teaching program.

"Critical Look at Team Teaching." *Instructor*, Vol. 71, No. 2 (October 1961), 39-42.

The article gives a definition of team teaching; the claims it makes; what critics say about it; and the things that are happening to team teaching today.

Cunningham, Luvern L. "Keys to Team Teaching." *Overview*, II (October 1960), 54-55.

Discusses teacher recruitment, staff relationships, instructional space, scheduling, and evaluation. The administrator's role is also reviewed.

Cunningham, Luvern L. "Team Teaching: Where Do We Stand?" *Administrator's Notebook*, Vol. 8 (April 1960), 1-4.

The focus of this article is upon the reorganization of the professional staff with special reference to the organization and performing of teaching teams.

Douglass, Malcolm P. "Team Teaching: Fundamental Change or Passing Fancy?" *Classroom Teachers Association Journal*, Vol. 59, No. 2 (March 1963), 26-29, 55-56.

Taking a penetrating look at team teaching today, this article discusses the elements of a teaching team, the different types of team organization in the United States, the confusion which exists over what is really meant by the term "team teaching," the advantages of this approach over traditional classroom instruction, and the factors indispensable for an adequate test of this innovation in teaching method. Also, the article suggests ways to approach experimentation successfully and the need for more controlled research before judging the future and worth of team teaching.

Downey, L. "Direction Amid Change." *Phi Delta Kappan*, XLII,No. 5 (February 1961), 186-191.

Describes a planned method to follow in adopting any change in organization. Also proposes a planned system for evaluation.

Drummond, Harold D. "Team Teaching: An Assessment." *Educational Leadership*, Vol. 19, No. 3 (December 1961), 160-165.

Traces rapid development of team teaching, presents and discusses five types of team teaching in various stages of development and/or experimentation, and evaluates programs using the assumption that good learning results from the interaction of learner and learners with patient, understanding, intellectually altert, free teachers.

Education U. S. A. "An Assessment of Team Teaching." *The Shape of Education for 1962-63*, 25-26.

Lists mostly drawbacks to team teaching. Advocates further experimentation in these techniques.

"Experiments in Team Teaching." *Illinois Education*, Vol. 50 (November 1961), 111-115.

A report on four experimental programs. More detailed description under Marsh, Sickels, Horn, and Tollefson.

Fink, Paul J. "Team Teaching." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 2 (October 1962), 53-54.

A summary of a workshop at which Dr. Fink was the chairman. Dr. Lloyd Trump served as resource person. Dr. Trump discusses his concept of team teaching, and questions about team teaching are answered by Dr. Trump.

Ford Foundation. *Time, Talent, and Teachers*. A report prepared by The Ford Foundation. New York: The Ford Foundation, 1960. 51 pp.

Reviews various staff utilization studies in elementary and secondary schools. New types of electronic devices and architectural designs are revealed.

Fund for the Advancement of Education. *Education: A Reappraisal*. A report prepared by The Fund for the Advancement of Education. New York: The Fund for the Advancement of Education, 1961. 32 pp.

Illustrates staff utilization projects in the United States that are financed by The Ford Foundation.

Gayer, Nancy. "Team Teaching: A Complicated Concept." *Classroom Teachers Association Journal*, Vol. 60, No. 1 (January 1964), 18-21, 35, 36, 38.

"Team Teaching offers to the mass education, equal-opportunity schools of America the possibility of an effective, flexible, and nurturing mode of meeting an aggregate of individual needs." Examination of and suggestions for the team framework.

Georgiades, William and Bjelke, Joan. "An Experiment in Flexible Scheduling in Team Teaching." *Journal of Secondary Education*, Vol. 39, No. 3 (March 1964), 136-143.

Evaluates an experiment in flexible scheduling in team teaching. Teacher and student reactions to the program are given. This approach is compared to a traditional program of instruction.

Gilchrist, Robert S. "Promising Practices in Education." *Phi Delta Kappan*, XLI (February 1960), 208-211.

Questions are presented to determine if team teaching is promising.

Gilchrist, Robert S. "Promising Practices in Education." Phi Delta Kappan, XLI (March 1960), 269-274.

A study on the three goals being tested in team teaching. One is to see whether there are some things that can be taught just as well in a large group. A second is to see if there are special skills of teachers which can be used better than we traditionally used them. A third is to see whether children with differing achievement and ability levels in different aspects of a course can be regrouped in terms of different phases of the activities of the course.

Goodlad, John I. "Cooperative Teaching in Educational Reform." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 8-13.

Cooperative teaching is examined in the general context of cultural change and educational reforms. It is a flexible, horizontal organization of students, teachers, and classes. Cooperation and close communication of teachers opens up possibilities for leadership and specialization in teaching.

Gurney, T. C., and Bleifeld, M. "What Responsibilities for the Principal in Organizing, Supervising and Evaluating Teaching Teams." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 264 (April 1961), 115-120.

A discussion of the role of the principal in the success of any team teaching program. Care in the selection of team members and an evaluation of the program are stressed.

Hagstrom, Ellis A. "Fit Teacher to Job or Job to Teacher?" Overview, Vol. 2 (August 1961), 26-27.

Summarizes some of the literature the author investigated for his doctoral dissertation when he was project coordinator of the teaching teams project in Lexington, Massachusetts.

Hagstrom, Ellis A. "New Opportunities for Outstanding Teachers." Grade Teacher, Vol. 78, No. 5 (January 1961), 13-14.

A list of exacting professional expectations by SUPRAD (School and University Program for Research and Development) for aspirants of team teaching.

Heller, Melvin P., and Belford, Elizabeth. "Hierarchy in Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 4 (December 1962), 59-64.

An analysis of how team chairmen should be chosen. Included are the following: why there should be team chairmen, who should make the selection, their role in the team teaching situation, what qualities of leadership they should possess, and how to evaluate these qualities.

Hemeyer, Will, and McGrew, Jean B. "Big Ideas for Big Classes." The School Review, LXCIII, No. 3 (Autumn 1960), 308-317.

A description of various techniques used in teaching large classes. The selection of team members, mechanical aids and their usage are included.

Hoppock, Anne. "Team Teaching: Form Without Substance?" NEA Journal, Vol. 50, No. 4 (April 1961), 47-48.

A critical evaluation of team teaching with special attention given to Robert Anderson's article on team teaching appearing in the March NEA Journal. Considerable space is given to describing how team teaching is organized, scheduled, and housed.

Jefferson County, Colorado School District R-1. An Experimental Study of the Utilization of the Staff in Education. A report prepared by the Jefferson County, Colorado School District R-1. Denver, Colorado: Jefferson County, Colorado School District R-1, 1960. 30 pp.

Provides information on a three-year study in team teaching carried on in Jefferson County, Colorado. Class sizes, schedule modifications, teaching teams, various aides, and recommendations for the future are related.

Jefferson County Public Schools. Factual Overview of Team Teaching in Jefferson County Public Schools. A report prepared by the Jefferson County Public Schools. Lakewood, Colorado. The Jefferson County Public Schools, 1961. 74 pp.

A description of the team teaching program in Jefferson County, Colorado. Contains extensive statistical data for study and evaluation as well as advantages and disadvantages of team teaching.

Keach, Stanley J. "Team Teaching is Exciting." *International Journal of Religious Education*, Vol. 34, No. 1 (September 1957), 12-13.

An interesting and different program of team teaching helps teachers to understand the importance of preparation.

King, Arthur R. "Planning for Team Teaching: The Human Considerations." *Journal of Secondary Education*, Vol. 37 (October 1962), 362-367.

A consideration of the impact of team teaching on individuals. The effect on the following groups is included: team leaders, students, teachers (both team members and non-team members), administration, and parents.

Lambert, Philip, and Boyan, Norman J. "Team Teaching: Is Your School Ready for It?" *Michigan Journal of Secondary Education*, Vol. 2, No. 3 (Spring 1961).

A provocative article presents the challenging problems and possible solutions involved in introducing a program of team teaching.

Lambert, Philip, and others. *Classroom Interaction, Pupil Achievement and Adjustment in Team Teaching as Compared With the Self-Contained Classroom*. Madison: University of Wisconsin, 1964. 258 pp.

"This report concerns the kinds of teaching and learning relationships, or forms of classroom interaction in the team teaching arrangement." The report also compared student adjustment and student achievement in the team structure with that in the self-contained classroom.

Lewis, A. J. "Staff Utilization to Improve Learning." *Education Leadership*, Vol. 17, No. 7 (April 1960), 410-415.

Emphasizes that individual instruction should be an important by-product of team teaching. Staff structure and teacher aides are explored.

Lobb, M. Delbert, *et al.* "What Are Some Promising Practices in Team Teaching?" *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 255 (April 1960), 2-7.

Excellent material on the advantages that can be gained from team teaching.

Marsh, R. "Team Teaching: New Concept?" The Clearing House, Vol. 35, No. 8 (April 1961), 496-499.

Recommendations are made for the staffing of teaching teams. Independent study, discipline problems, and advantages and disadvantages for team teaching are reported.

Marsh, Robert. "New Technique Has Advantages for Both Students and Teachers." Illinois Education, Vol. 50 (November 1961), 111-112.

Discusses a new teaching concept which finds discipline less of a problem. Presents very good summary of advantages of team teaching.

Mayer, Frank C., and Wooldridge, James H. "Preparing for Team Teaching at West Clermont." American School Board Journal, Vol. 145, No. 1 (July 1962), 10-11.

Discussion of the team teaching program at West Clermont School District in Amelia, Ohio, on which team leaders received a salary increase.

McDonald, Floyd E. "Team Teaching Reinforced." The Texas Outlook, Vol 47, No. 4 (April 1963), 29, 44.

Other than personnel problems which may arise, team teaching is found to be challenging and a means to professional growth and greatly improved instruction through more effective teaching.

McNassor, Donald. "On Being Learners in Teaching Teams: What Can We Be Sure About?" A study prepared by the Claremont Graduate School Teaching Team Project, Claremont, California, 1962. 21 pp. (Mimeographed)

Summarizes a longitudinal interview study of a number of team pupils. Could be referred to loosely as a study of attitudes and dispositions toward learning and teachers. The fifteen criteria used as the basis for individual interviews are listed at the end of the study.

Michael, Lloyd S. "What Are We Trying to Accomplish in Staff Utilization Studies?" The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 5-10.

An article explaining why the team teaching experiment has been attempted.

Miles, Matthew B., ed. *Innovation in Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1964. 689 pp.

Examines the attitude toward changes adopted by educational planners and directors, and presents case studies on innovations that have already been introduced.

Mitchell, Wanda B. "Professional Responsibilities." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 29-37.

Describes the author's philosophy in regard to other staff members, course content, the pupils, and society in general.

Mitchell, Wanda B. "Why Try Team Teaching?" *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 247-252.

How the staffing of various teams is accomplished and what the advantages and disadvantages of team teaching are.

Mitchell, Wanda, and Hagstrom, Ellis. "Third Annual Instructional Leadership Conference on Team Teaching." A conference held at the University of Ohio, College of Education, Athens, Ohio, 1962. 21 pp. (Mimeographed)

A collection of addresses delivered at the conference presenting the advantages of team teaching. Team patterns, flexible scheduling, and teacher roles are represented.

Moorer, Sam H. "Florida State Conference of Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 279-282.

Summarizes what was said at the conference about flexible scheduling, independent study, student grouping, and future recommendations.

Morlan, John E. "The Team Approach to Large-Group Instruction." *Audio-Visual Instruction*, Vol. 9, No. 8 (October 1964), 520-522.

Presents guidelines for team teaching programs, and stresses the importance of incorporating some kind of research design into the program to compare its effectiveness with the traditional approach to learning.

Morlan, John E. "Think Twice About Team Teaching." *Instructor*, Vol. 73, No. 1 (September 1963), 65, 72, 142.

Discusses the personnel and facilities problems that should be considered before rushing into an adoption of a team teaching program.

Morse, Authur D. "Open Minds and Flexible Schools." *Saturday Review*, Vol. 43, No. 38 (September 17, 1960), 91-92.

Explains some of the advantages of team teaching. It also comments on teacher salaries and the use of television.

Morse, Arthur D. *Schools of Tomorrow--Today*! Garden City, New York: Doubleday and Company, 1960. 191 pp.

Describes experimental studies throughout the United States. Suggestions and proposals are made in the areas of team teaching, teacher aides, and education by television.

Nimnicht, Glendon P. "A Second Look at Team Teaching." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46 (December 1962), 64-69.

An article which indicates that large group instruction is not consistent with good learning principles. It advocates using large group instruction on a very limited basis, and substituting the use of programed instruction and multiple-class teaching.

Ohm, Robert E. "Toward a Rationale for Team Teaching." *Administrator's Notebook*, Vol. 9 (March 1961), 1-4.

Defines team teaching (makes a distinction between teaching and instruction), defines tasks, structure, goals, and policies from an administrative point of view.

Pitruzzello, Philip R. "A Report on Team Teaching." *The Clearing House*, Vol. 36, No. 6 (February 1962), 333-336.

Proposes a program to follow for introducing team teaching in a school.

Pitruzzello, Philip R. "What is Happening in the Use of Teacher Teams and Teacher Assistants; Report of a Survey." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 264 (April 1961), 326-328.

Reviews the performance of the teaching team members, including

student assistants and community help. Questions for future programs in team teaching are supplied.

Ploghft, M. E. "Another Look at Team Teaching." The Clearing House, Vol. 36, No. 4 (December 1961), 219-221.

A report on advantages of team teaching. A few disadvantages are also included.

Polos, N. C. "The Teaching Team in Action." California Journal of Secondary Education, XXXVI, No. 7 (November 1961), 415-419.

Relates several team teaching programs in operation throughout the United States. Lists advantages and disadvantages of team teaching.

Reasoner, Robert W., and Wall, Harvey R. "Developing Staff Interaction in Team Teaching." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 84-86.

Describes a recent study in California's Mt. Diablo Unified School District which clearly demonstrated a positive relationship between the important dimension of teacher communication and the effectiveness of team teaching as an organizational technique. Discusses the unique role of the administrator, how he can identify the kinds of teachers who will be effective on a teaching team, and how he can help provide an environment conducive to positive outcomes.

Shaplin, Judson T. "Antecedents of Team Teaching." School and Society, Vol. 91, No. 2234 (December 14, 1963), 393-407.

Shortage of teachers combined with increasing enrollment has resulted in various attempts at improving or maintaining quality of education on a mass level, among which are improvements in teacher recruitment and training; organization of small school districts into larger ones; curriculum study and revision; new groupings of students; and advances in the technology of education

Shaplin, Judson T. "Cooperative Teaching: Definitions and Organizational Analysis." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 14-21.

Defines and discusses the components of cooperative teaching, including team teaching. Also gives an organizational analysis of team teaching and compares it with other types of school organization, past and present, and analyses the future potential of team organization.

Shaplin, Judson T. "Team Teaching." *Saturday Review*, Vol. 44, No. 20 (May 20, 1961), 54-55.

Explains why team teaching can be more effective than ordinary classroom instruction. The roles of aides and other nonprofessional personnel are described.

Shaplin, Judson T., and Olds, Henry F., Jr., eds. *Team Teaching*. New York: Harper & Row, 1964. 430 pp.

Specialists in administrative theory, curriculum development, architectural planning, sociology, and psychology describe team teaching, place it in a historical context, discuss its operation, and assess its value for the development and improvement of American education.

Singer, Ira J. "Survey of Staff Utilization Practices in Six States." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 1-14.

Contains questionnaires and tables showing the responses of six states in regard to team teaching, student grouping, teacher aides, schedule changes, and use of technological devices.

Steiner, George J., ed. "News in Education: Team Teaching Proves Worthwhile in Chicago." *Chicago Schools Journal*, Vol. 44, No. 6 (March 1963), 283-284.

Team teaching is endorsed as a means of helping students achieve 100% of their learning capacity, whether handicapped, retarded, gifted, or average.

Stiles, Lindley J. "Individual and Team Teaching." *Wisconsin Journal of Education*, Vol. 92, No. 5 (January 1960), 7-10.

A discussion by Wisconsin's dean of education on the search for better methods of instruction.

Stoddard, Alexander. *Schools for Tomorrow: An Educator's Blueprint*. A report prepared by The Fund for the Advancement of Education. New York: The Fund for the Advancement of Education, 1957. 62 pp.

An excellent and detailed report on the size of the educational job, population growth, the need for more teachers and aides, the need

for more and different buildings, and a comprehensive report on educational television.

Stone, James C. "Twenty-nine Million for What?" Classroom Teachers Association Journal, Vol. 60, No. 4 (October 1964), 25-28, 43.

An evaluation of Ford Foundation's grants to programs in teacher education innovations reveals favorable findings.

Stone, W. J., and Ramstad, W. K. "Team Teaching: The Result of a California Survey." California Journal of Secondary Education, XXXVI, No. 5 (May 1961), 273-276.

Results are furnished of a questionnaire on team teaching sent to Colorado, Illinois, Michigan, New York, Georgia, and California. English and science were the subjects involved in team teaching programs more often than others.

"Summer Meeting Stresses Technology Theme." Audio-Visual Instructor, Vol. 6, No. 7 (September 1961), 352-353.

Definitions are given for various types of teaching teams. Questions are posed to the regular classroom teacher on the subject of team teaching.

"Team Teaching and All That: Scottish Experience." Times Educational Supplement, Vol. No. 2544 (February 21, 1964), 446.

Gives an historical account of the team system of teaching in Scotland, and suggests what is needed for a successful team teaching program today.

Trump, J. Lloyd. "Completing the Commission's Staff Utilization Studies." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 344-345.

A summary of what has been accomplished in staff utilization studies to this date. The article is very brief and the remarks are general in nature.

Trump, J. Lloyd. "Ingredients of Change." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 299-304.

A report on methods and procedures for promoting changes in our educational system.

Trump, J. Lloyd. "More Staff Utilization Experimentation Is Needed." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 209-213.

Explains the difficulty in obtaining information on staff utilization porgrams throughout the entire country. Outlines many studies on staff utilization that could be made.

Walker, Wally. "Team Teaching: Pros and Cons." The Classroom Teachers Association Journal, Vol. 58, No. 4 (April 1962), 17-18.

A brief evaluation of team teaching listing some of the advantages and disadvantages.

Watson, Robert A. "People Not Projects Will Improve Education." American School Board Journal, Vol. 147, No. 11 (November 1963), 9-11.

Discusses team teaching, team learning, and the dual progress plan, pointing out the weaknesses of each. A strong plea is made to redirect financial and human resources away from large-scale administrative innovations as these into channels which will be certain of producing higher quality instruction--such as the recruiting of promising young people for a career in teaching.

Weiss, T. M., and Morris, M. S. "Critique on the Team Approach." The Educational Forum, Vol. 24, No. 2 (January 1960), 207-208.

A detailed discussion on the grouping of students in a team teaching program.

"What Research Says About Teaching and Learning." Phi Delta Kappan, XXXIX (March 1958), 241-304.

Reviews reports on teaching and learning for both small and large groups.

Wigderson, Harry I. "Team Teaching." Visalia, California, June 1962. 4 pp. (Mimeographed)

Outlines the advantages and disadvantages of team teaching, and defines some terms used in team teaching programs.

Wilson, Raymond G. "Accreditation Standards and Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 185-187.

Relates the attitude taken by accreditation associations in relation to staff utilization projects.

Wisconsin Improvement Program. Making Teaching and Learning Better. A report prepared by the Wisconsin Improvement Program. Madison, Wisconsin: The University of Wisconsin, 1962. 57 pp.

Describes the Wisconsin Improvement Program's team teaching proposals that were incorporated in several Wisconsin school systems. Use of television and other electronic aids are reported.

Woodring, Paul. "Education in America--A New SR Supplement." Saturday Review, Vol. 43, No. 38 (September 17, 1960), 65-94.

An article with favorable arguments for team teaching.

Woodring, Paul. New Directions in Teacher Education. A report prepared by The Fund for the Advancement of Education. New York: The Fund for the Advancement of Education, 1957. 142 pp.

The last chapter in the report deals with team teaching and how it could be incorporated into a training program.

Woodring, Paul. "Reform Movements from the Point of View of Psychological Theory." National Society for the Study of Education Yearbook, 1963, Part 1 (1964), 286-305.

Discusses technological innovations, new staffing patterns, program reorganization, curricular reforms stressing new content, and new programs for teacher education. The article points out that these educational reforms seem to have arisen from social and political pressures and from widespread public discontent rather than from new psychological discoveries, with the result that psychology no longer plays a very important role in determining the direction of educational experimentation.

Wynn, D. Richard, and DeRemer, Richard W. "Staff Utilization, Development, and Evaluation." Review of Educational Research, Vol. 31, No. 4 (October 1961), 393-401.

A discussion of staff selection, teacher aides, mechanical aids, staff relationships, and staff morale in regard to team teaching. Included is an evaluation of team teaching.

ELEMENTARY SCHOOL STAFF UTILIZATION PRACTICES

Adams, Andrew S. "Operation Co-Teaching, Dateline: Oceano, California." The Elementary School Journal, Vol. 62, No. 4 (January 1962), 203-212.

An interesting example of team teaching that was formulated in a month. Explains use of conventional classrooms and discusses improvision which took place while program was in progress. Contains reactions of teachers, students, and parents.

Anderson, Robert H. "Team Teaching in Action." Nation's Schools, Vol. 65, No. 5 (May 1960), 62-65.

Describes the team teaching projects in Englewood, Florida, and Norwalk, Connecticut. This article also gives suggestions for planning a team teaching program.

Anderson, Robert H. "Team Teaching in the Elementary School: Report on a Massachusett's Experiment." Education Digest, Vol. 25 (November 1959), 26-28.

An approach to team teaching that is described as a relatively new way of organizing and utilizing existing instructional talents and facilities around flexibility of grouping in relation to individual ability and group size. Presents and evaluates an existing program in an elementary school, grades 1 through 6. Presumed advantages and disadvantages are realistically presented as are the projected needs of team teaching related to cost, teacher roles and secretaries, and a different concept of buildings.

Anderson, Robert H. et al. "Team Teaching in the Elementary School." School Review, Vol. 68 (Spring 1960), 71-84.

Describes the many functions of various team members. Administrators' roles are also described.

Boutwell, William D. "What's Happening in Education." The Parent Teacher Magazine, Vol. 57, No. 9 (May 1963), 25-26.

Explains why team teaching has come into use and is rapidly spreading as a teaching method. Discusses its advantages of flexibility, homogenous grouping, and closer matching of individual student needs and teacher abilities. Describes the team approach to instruction in a new elementary school especially designed for team teaching.

Bradley, Philip A. "Individualized Instruction Through Cooperative Teaching and a Programed Text." National Elementary Principal, Vol. 43, No. 6 (May 1964), 46-49.

Stone Mountain Elementary, DeKalb County, Georgia, used the team method as a means to individualize English instruction. The overall result was a greater achievement in the team taught group than in a control group of equal initial ability.

Buechner, Alan C. "Team Teaching in Elementary Music Education." Music Educators Journal, Vol. 50, No. 2 (November-December 1963), 31-35.

Understaffing in music education in the elementary schools makes team teaching a desirable technique to put into practice. Cited here is experiment with Estabrook School by Harvard Graduate School in 1961.

Cahall, T. W. "Team Teaching in the Elementary School." Grade Teacher, Vol. 78, No. 3 (November 1960), 62-63.

Suggest a plan of team teaching that utilizes persons with kinds of training other than for teaching as a means of both relieving the teaching of functions for which teachers are not trained and maintaining the values of the self-contained classroom. It further suggests the use of television by the teacher who is particularly skilled in teaching art, music, a foreign language, arithmetic or any other specific subject.

Crandell, Edwin, and Piel, Walter. "Birmingham Tries Team Teaching Experiment." Michigan Education Journal, Vol. 38 (January 1961), 344-346.

The underlying assumptions, findings, and conclusions of a team teaching study for elementary grades are interestingly presented and evaluated.

Dean, Ray B. "Team Teaching in the Elementary Schools." The American School Board Journal, Vol. 145, No. 6 (December 1962), 5-6.

Presents a team teaching program whereby two, four, or more elementary teachers exchange classes for special subjects. Presented a compromise between self-contained classroom and departmentalization.

Douglass, Malcolm P. "The Teaching Team in Elementary School." Claremont Graduate School, Claremont, California. 10 pp. (Mimeographed)

Presents comparative settings of conventional elementary school and a new school of team teaching. The teaching team in the elementary school, general organization of the school, organization of certificated staff, use of non-certificated personnel and resource persons, initiating the team approach, some administrative considerations, and a summary of the teaching team approach in elementary education is given in detail.

Duval, Frank H., and others. "Three Heads Are Better Than One." Grade Teacher, Vol. 81, No. 9 (May 1964), 61, 122-124, 126.

McKnight School, University City, Missouri tries team teaching at the intermediate level. Description of the children's and the staff's day; evaluation of the curriculum; and endorsement of the method in general.

Eakin, Gladys A., and Spence, Eugene S. "Team Teaching and Independent Reading." Elementary English, Vol. 39, No. 3 (March 1962), 266-268.

The total effectiveness of a reading program is improved and simplified through combining the efforts of a group of teachers into a team to teach an independent reading program.

Evans, Harley, and Womer, George S. "Stirrings in the Big Cities: Cleveland." NEA Journal, Vol. 51 (November 1962), 50-53.

A portion of the article is concerned with team teaching. It involves an experiment at five elementary schools in Cleveland, Ohio. Included are teaching-team planning, large-group instruction, small-group instruction, and in-service training for the team.

Fink, David R., Jr. "The Selection and Training of Teachers for Teams." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 54-59.

Discusses the process of selecting personnel, the criteria for selection, and the training of team teachers. Practical selection and training procedures are outlined.

Fischler, Abraham S. "The Use of Team Teaching in the Elementary School." School, Science and Mathematics, Vol. 62 (April 1962), 281-288.

An excellent description of the investigation, planning, organization, composition, problems, and evaluation for a unique program of team teaching.

Fischler, Abraham S., and Shoresman, Peter B. "Team Teaching in the Elementary School: Implications for Research in Science Instruction." Science Education, Vol. 46, No. 5 (December 1962), 406-15.

Reviews structure of the self-contained classroom and challenges seven basic assumptions of its organization. Continues with a definition of team teaching and a presentation of two different organizational patterns, including insights and implications, curriculum organization and sequence, grouping for instruction in science, utilization of teaching members of the team, and an extensive evaluation.

Goodlad, John I. "News and Comment: In Pursuit of Visions." Elementary School Journal, Vol. 59 (October 1958), 1-17.

An overview of recent programs in team teaching with particular emphasis given to the Englewood, Florida, Plan, its method of grouping, teacher teams, and flexible space arrangements in buildings.

Describes a program of 40 first graders and two teachers wherein the children are divided homogeneously for language, arts and numbers. Flexibility permitted children to move from one group to another.

Goodlad, John I. "Reading in the Reorganized Elementary School." A report prepared for the 28th Annual Claremont Reading Conference. Claremont, California: Claremont Graduate School. 6 pp. (Mimeographed)

Some structural problems and issues, proposals for reorganization and the reading program, reading and nongrading, reading and team teaching, and evaluations are contained in this report.

Goss, Jan. "Teaching in the Big Room." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 79-82.

Describes the "big room" concept developed at Dilworth Elementary School in Cupertino, California, which permits children to move easily from one skill area to another without leaving the room. Discusses the daily program, the better preparation and planning resulting from the cooperative efforts of the teachers involved, and the advantages this approach has for children and teachers.

Greig, James, and Lee, Robert R. "Cooperative Administration." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 71-76.

Discusses how cooperative administration can improve the principalship, the models of team structure that are available, and the prospects for the adoption of such a scheme.

Hagstrom, Ellis A. "New Opportunities for Outstanding Teachers." Grade Teacher, Vol.78, No. 5 (January 1961), 13-14.

A list of exacting professional expectations by SUPRAD (School and University Program for Research and Development) for aspirants of team teaching.

Hagstrom, Ellis A. "The Teacher's Day." The Elementary School Journal, Vol. 62, No. 8 (May 1962), 422-31.

Reports on research undertaken to establish a base against which to measure changes in staff utilization practices. Four fairly recent studies of teaching load or staff utilization in the elementary school are evaluated.

Hamilton, Warren, and Rehwoldt, Walter. "By Their Differences They Learn." *National Elementary Principal*, Vol. 37, No. 4 (December 1957), 27-29.

A report on the multi-grade, multi-age grouping plan in Torrance, California.

Hayes, Charles H. "Team Teaching in Culturally Deprived Areas." *The National Elementary Principal*, Vol. XLIV, No. 3 (January 1965), 60-65.

Stressing the fact that team teaching is a general approach which must be tooled to achieve specific objectives, this article describes the four general aspects of the Pittsburgh T. T. Project. Discusses how effective team teaching can be in culturally deprived areas.

Heathers, Glen. "Research on Implementing and Evaluating Cooperative Teaching." *The National Elementary Principal*, Vol. XLIV, No. 3 (January 1965), 27-33.

Discusses the principal's role in developing a program in cooperative teaching. Although mainly a practitioner, he must take into account the same four factors as the researcher: outcomes, program features, relations between program features and outcomes, and influences of the local situation.

Heller, Melvin P. "Scheduling is Possible at Elementary Levels." *Illinois Education*, Vol. 53, No. 3 (November 1964), 110-111.

Discusses scheduling problems involved in implementing team teaching on the elementary level and how these can be overcome through cooperative planning and intelligent staff utilization.

Helser, Richard, and others. "Outline for Improving Team Teaching." *Michigan Education Journal*, Vol. 41, No. 10 (January 1, 1964), 17-19.

Evaluates the present team teaching organization in the Birmingham, Michigan elementary schools. Conclusions and recommendations are given which lead to the development of new objectives. The importance of the new objectives is emphasized.

Horn, Earl G. "Team Approach Adds Flexibility to Our First Grade Program." *Illinois Education*, Vol. 50 (November 1961), 114-115.

"How to Introduce Team Teaching in Your Elementary School." School Management, Vol. 5, No. 11 (November 1961), 58-62.

A most comprehensive explanation of the planning and development of a program of team teaching. An excellent administrative aid.

Howe, Harold. "The Curriculum, the Team, and the School: An Examination of Relationships." Journal of Secondary Education, Vol. 37 (October 1962), 353-361.

An article which discusses a triangle within the schools with its three sides labeled the curriculum, the teaching staff, and the school as an institution. The author submits team teaching as a means of preventing obsolescence in the midst of change. However, his recommendations are very conservative.

Howe, Harold. "The High School Principal in Newton, Massachusetts, Reacts to Redeployment." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 122-138.

A report on large and small group instruction, class scheduling, teacher selection, and mechanical aids.

Hull, J. H. "Multigrade Teaching." Nation's Schools, Vol. 62 (July 1958), 33-36.

The multi-grade plan is described by the superintendent of the Torrance, California, schools.

Jaffa, N. Neubert, and Brandt, Richard M. "An Approach to the Problems of a Downtown School." The National Elementary Principal, Vol. 44, No. 2 (November 1964), 25-28.

Team teaching plus a non-graded system resulted in improved individual accomplishment of children and greater communication and cooperation among staff.

Jirak, Ivan L. "Team Teaching and Geography." The Journal of Geography, Vol. 62, No. 1 (January 1963), 31-33.

Advocates use of team teaching in geography curriculum. Purposes of large-group instruction are listed.

Jirak, Ivan L. "Team Teaching and Geography." The Journal of Geography, Vol. 62, No. 1 (January 1963), 31-33.

Geography is used as basis for a team teaching program with science and history used as reinforcing material. Large group presentations are followed by small group discussions.

Johnson, Charles E., and Flores, Joseph S. "FLES (Foreign Languages Elementary School) Goes to High School." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 283-286.

Describes the FLES program in elementary schools. The article explains how high school foreign-language instructors can benefit from the elementary program.

Kattenbach, Don. "Experiment in Team Teaching." Ohio Schools, Vol. 39 (October 1961), 15-16.

A team of teachers and their students draw some very interesting conclusions from a 5th grade experiment in team teaching. Boys and girls in experimental group as a whole did much better in academic tests than did other groups following strictly orthodox classroom procedure.

Kinney, Doris, and Lobur, Irene. "A Team Teaching Project with Maps and Globes." Instructor, Vol. 72, No. 10 (June 1963), 44-45.

Team teaching was used for a pioneer unit in third-grade social studies in a Cleveland elementary school. Maps and globes and related aids were used.

Lambert, Philip. "Team Teaching for the Elementary School." Educational Leadership, Vol. 18, No. 2 (November 1960), 85-88.

Offers basic principle behind team teaching while suggesting a possible team arrangement. Shows how team teaching might provide answers to hypothetical problems through typical cases. A well conceived summary of advantages and disadvantages of team teaching.

Levensohn, Alan. "Team Teaching for Elementary Schools." School Management, Vol. 2, No. 12 (December 1958), 45-48.

Staff patterns, scheduling, building space, and mechanical aids are discussed. Comments by the administration are included.

Lonsdale, Bernard J. "Television and Team Teaching in California Elementary Schools." California Journal of Elementary Education, Vol.31, No. 2 (November 1963), 75-94.

Both the common purposes and individual goals of the use of television, team teaching or variations in staff utilization, and programed learning are extensively discussed. Stresses a place for experimentation and a need for change in education but within framework of goals.

Lowrie, J. O. "Team Teaching and the Creative Elementary School Library." Wilson Library Bulletin, Vol. 36 (October 1961), 129-132.

The school library becomes an integral part of the team teaching program. The library serves as a resource station for both group and individual projects.

Mahoney, W. M. "Try Co-Ordinate Teaching." American School Board Journal, Vol. 139, No. 5 (Nobember 1959), 13-14.

An account of an elementary team teaching program in Norton, Massachusetts, in which two teachers instruct approximately sixty students. Allowance made for flexible scheduling and grouping.

McMahon, Eleanor. "Principals' Views of Team Teaching." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 34-43.

Consists of a series of interviews with principals whose schools are at various stages in the development of team teaching. What the principal as coordinator looks for in a teacher, what difference in pupil response can be expected, the increased association of the principal with instruction, closer contact with parents, are among the facets discussed. Above all, it is stressed that satisfaction with the status quo is incompatible with team teaching.

Miel, Alice. "The Self-Contained Classroom: An Assessment." Teachers College Record, Vol. 59, No. 5 (February 1958), 282-291.

Regular classroom facilities are supplemented by other persons, machines, and materials.

Morse, Arthur D. (Producer). "The Influential American." A television program in the CBS Reports series, November 13, 1960.

A description of team teaching at the Franklin School, Lexington, Massachusetts. Transcripts are available from CBS News, 485 Madison Avenue, New York 22, New York.

Mt. Diablo Unified School District. *Team Teaching*. Concord, California, 1962.

A descriptive and evaluative study of a program in team teaching for the primary grades.

Murphy, Betty. "The Third Year." *New York State Education*, Vol. 51, No. 6 (March 1964), 24-26.

Team teaching approach used to improve instruction in fifth and sixth grades at Elbridge Elementary School. Facets of the program are constant evaluation, flexibility of scheduling, better use of time and talent. Program based on Shaplin's definition of team teaching.

Olson, Clarence E. "Team Teaching, No Grades." *St. Louis Post-Dispatch* (Sunday, January 24, 1965), 2-7.

Valley Winds School in the Riverview Gardens District of north St. Louis County, Missouri, uses building design, top talents, and technical aids in its all-out team teaching program.

Perkins, Bryce, *et al*. "Teamwork Produces Audio-Visual Techniques." *Grade Teacher*, Vol. 77, No. 10 (June 1960), 55-72.

Describes the ways the Norwalk Plan uses audio-visual and other materials.

Perkins, Bryce. *The Norwalk Plan.* A report prepared by the Norwalk Board of Education. Norwalk, Connecticut: The Norwalk Board of Education, 1959. 34 pp.

Norwalk's team teaching program is described by its superintendent after one year of operation.

Pittsburg Public Schools. *Pupils, Patterns, and Possibilities*. A report prepared by the Pittsburgh, Pennsylvania Board of Education. Pittsburgh, Pennsylvania: The Pittsburgh Public Schools, 1961. 31 pp.

Depicts the team teaching program in Pittsburgh, Pennsylvania. Many photographs and illustrations are inserted. Most phases of a team teaching program are reviewed.

Reasoner, Robert W., and Wall, Harvey R. "Developing Staff Interaction in Team Teaching." *The National Elementary Principal*, Vol. XLIV, No. 3 (January 1965), 84-86.

Describes a recent study in California's Mt. Diablo Unified School District which clearly demonstrated a positive relationship between the important dimension of teacher communication and the effectiveness of team teaching as an organizational technique. Discusses the unique role of the administrator, how he can identify the kinds of teachers who will be effective on a teaching team, and how he can help provide an environment conducive to positive outcomes.

Rehage, Kenneth J. "On the Summer School Circuit." Elementary School Journal, Vol.61, No. 1 (October 1960), 1-3.

Briefly reviews activities comprising an experimental program of five teachers and ninety children, grades 1-3.

Rzepka, Louis. "Team Teaching in the Elementary School, What Is It?" Ohio Schools, Vol.40 (January 1962), 14-15.

Presents the reasons for team teaching, its organization, describes existing experiments, and sums up the results. It warns against research becoming a series of crusades rather than careful investigation.

San Diego City Schools. Report on the Two Year Experimental Project in Staff Utilization, 1958-1960. A report prepared by the San Diego City Schools, 1960. 55 pp.

Principal's report on the staff utilization projects in five schools. A college professor evaluates the program and includes statistical data.

Shaplin, Judson T. "Cooperative Teaching: Definitions and Organizational Analysis." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 14-21.

Defines and discusses the components of cooperative teaching, including team teaching. Also gives an organizational analysis of team teaching and compares it with other types of school organization, past and present, and analyses the future potential of team organization.

Silvon, Alta, Panek, Alice, and Lawrence, Joy. "Experiment in Team Teaching." Ohio Schools, Vol.39 (March 1961), 34-35.

An experimental summer enrichment program proves an "Adventure in Learning" for teachers as well as pupils. Three teachers gain a much greater appreciation for each other's talents.

Taylor, Harris A. Claremont Teaching Team Program. A report prepared by the Claremont Graduate School. Claremont, California: Claremont Graduate School, 1961. 33 pp.

Relates the team teaching program conducted by the Claremont Graduate School in Claremont, California. Team patterns, teacher aides, guest speakers, and advantages and disadvantages are reviewed.

Taylor, Harris A. Claremont Teaching Team Program. A report prepared by the Claremont Graduate School. Claremont, California: Claremont Graduate School, 1962. 46 pp.

An excellent and very comprehensive report on the team teaching program conducted by the Claremont Graduate School in eight California school districts. Covers all phases of team teaching and lists many recommendations, advantages, and statistical evaluations.

Taylor, Harris, and Olsen, Katherine. "Team Teaching with Trainable Mentally Retarded Children." Exceptional Children, Vol. 30, No. 7 (March 1964), 304-309.

Slover Special School in Fontana, California, adapted the Claremont concept of team teaching to its own needs. Outline of program which staff used for three years and which was considered to give greater flexibility is discussed.

"Toward Improved School Organization." National Elementary Principal, Vol. 41, No. 3 (December 1961), 115-127.

A report on the staffing of teams. Physical facilities, flexible scheduling, as well as teachers' and administrators' reactions to team teaching are included.

Wallace, Richard C., Jr. "Can Large Group Instruction Provide For Individual Differences?" The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 66-70.

Lists purposes for which large group instruction can be used. Discusses how large group instruction can provide for individual differences. A schema for individualizing large group instruction is given.

Ward, J. O. "Another Plan for Co-ordinate Teaching." American School Board Journal, Vol. 140, No. 2 (February 1960), 10-11.

Principal's comments and evaluation of a team teaching program at the elementary level at Lawrenceburg, Indiana.

Weiss, Bernard J. "Reading - Blind Alleys and Fruitful Byways." Education, Vol. 84, No. 9 (May 1964), 529-532.

Discussion of trends in teaching reading: organizational models, such as team teaching; methods, such as linguistic; materials and aids.

Weston Public Schools. "What Is the Accordion Plan?" Weston, Massachusetts, June 1962. 15 pp. (Mimeographed)

Describes the elementary and secondary team teaching program at Weston, Massachusetts. Tapes and programed texts were used for stenographic training at the secondary level. Teaching teams, scheduling, large- and small-group instruction, and independent study are illustrated.

SECONDARY SCHOOL
STAFF UTILIZATION PRACTICES

"A Principal Evaluates Experimental Programs." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 245-246.

An enlightening article presenting a principal's comments about the team teaching staff, the students, and the parents.

Abel, Rosalyn S. "We Taught Beginning Typing to Class of 125." Business Education World, Vol. 41 (February 1961), 10-11.

Explains an experiment at Van Nuys (California) High School which involved teaching beginning typing to a large group of students. A teacher, who presented all the lessons, demonstrations, and explanations, and an assistant teacher, who helped with individuals and other odd jobs, were involved.

Andersen, Hans O., and Winkleman, James E. "An Approach to Team Teaching Biology." American Biology Teacher, Vol. 24, No. 8 (December 1962), 600-1.

An experimental program in team teaching during a summer session at the Niles Township High School, West Division, Skokie, Illinois is briefly described. Some interesting student opinions and teacher observations are reported.

Anderson, Edward J. "Cracking Excitement in School Corridors." Life, Vol. 54, No. 12 (March 22, 1963), 78-86.

A discussion of team teaching in the Wayland, Massachusetts, High School. The article is aimed at the lay public and has an emphasis on selling this program to citizens.

Anderson, Edward J. "Wayland High School's Flexible Scheduling." *Journal of Secondary Education*, Vol. 36 (October 1961), 354-356.

Relates how large and small group instruction is scheduled at Wayland High School, Wayland, Massachusetts.

Anderson, Edward J., and Harkness, J. C. "Planned Variability." *Nation's Schools*, Vol. 65, No. 4 (April 1960), 83-91.

Describes and presents illustrations of the program of the high school at Wayland, Massachusetts, which was designed for team teaching.

Anderson, Robert H. "Team Teaching in Action." *Nation's Schools*, Vol. 65, No. 5 (May 1960), 62-65.

Describes the team teaching projects in Englewood, Florida, and Norwalk, Connecticut. This article also gives suggestions for planning a team teaching program.

Anrig, Gregory. "Promising and Perplexing Aspects of Large Group Teaching Experiments." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 253-259.

Discusses the advantages and disadvantages of team teaching.

Ashley Valley Junior High School. "Research Proposal for Ashley Valley Junior High School." Vernal, Utah, October 1962. 9 pp. (Mimeographed)

Relates a team approach in teaching science to students grouped according to subject, talent, and interest. Also contains an evaluation and costs.

Barnes, Fred P. "The Illinois Staff Utilization Studies." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 203-210.

Describes a team teaching program involving sixteen Illinois high schools. The article explains how the Illinois Curriculum Committee cooperated with other state agencies to put the program in operation.

Battrick, Delmer H. "How Do Team Teaching and Other Staff Utilization Practices Fit Into the Instructional Program of a Junior High

School?" *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46 (October 1962), 13-15.

A brief discussion of team teaching and other staff utilization practices, as well as the use of instructional technology devices on the junior high school level.

Baynham, Dorsey. "A School of the Future in Operation." *Phi Delta Kappan*, XLII (May 1961), 350-354.

Describes the team teaching program at Ridgewood High School in Norridge, Illinois. Advantages of team teaching are presented in the article.

Baynham, Dorsey. "Selected Staff Utilization Projects in California, Georgia, Colorado, Illinois, Michigan, and New York." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 15-98.

Describes a six-state study on team teaching and staff utilization. Many examples of programs are given.

Beasley, Lanora, *et al*. "Six Discussion Groups at the University of Puget Sound, Tacoma, Washington, Workshop Consider Staff Utilization Ideas." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 287-297.

The Six articles discuss independent study, large-group instruction, small-group instruction, facilities, curriculum content, and administration.

Beggs, David, *et al*. "The Decatur-Lakeview Plan: A Pilot Study of School Oreganization." Decatur, Illinois, 1962. 9 pp. (Mimeographed)

A report of the team teaching program at Lakeview High School in Decatur, Illinois. Flexible scheduling, independent study, large-group instruction, and small-group instruction are included.

Beggs, David, *et al*. "The Decatur-Lakeview Plan: An Experimental Program for Increased Quality in Education." Decatur, Illinois, June 1962. 17 pp. (Mimeographed)

A discussion of the teaching team, testing program, grading system, instructional techniques, and an evaluation of the program at Decatur, Illinois.

Beggs, David, *et al*. "The Decatur-Lakeview Plan: 1962-63 Schedule, First Semester." Decatur, Illinois, 1962. 57 pp. (Mimeographed)

A mimeographed paper which lists tables of flexible scheduling for each day of the 1962-63 school year at Lakeview High School, Decatur, Illinois.

Beggs, David W. "An Effective Program for Senior High School." *Illinois Education*, Vol. 53, No. 3 (November 1964), 108-110.

Emphasizes the opportunity teachers have for role specialization in team teaching; discusses the importance of frequent and regular coordination between team members and the importance of the learning groups, pointing out that the small group may be the most vital to learning.

Beggs, David W. *Decatur-Lakeview High School: A Practical Application of the Trump Plan*. Englewood Cliffs, New Jersey: Prentice-Hall, 1964. 266 pp.

"Story of what actually occurred in a typical Midwest high school when the staff changed its instructional methods and put into practice some of the most advanced educational theories of today."

Beggs, David W. "Lakeview Junior-Senior High School, Decatur, Illinois, Faculty Studies and Develops a Variety of Staff Utilization Projects." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 85-91.

This team teaching study covers large-group instruction, small-group instruction, use of machines, and the use of student assistants.

Beggs, David W. "Summer Staff-Utilization Workshop Enables Lakeview Junior-Senior High School to Plan Studies." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 254-256.

A summer workshop is organized to study projects in team teaching to improve the program.

Belford, Elizabeth. "Team Teaching in Foreign Languages." *Modern Language Journal*, Vol. 46, No. 12 (December 1962), 365-6.

The common elements in languages make both single-language teams and inter-language teams not only possible but highly profitable and stimulating for both teachers and students of the Ridgwood High School.

Bernucci, V., and Hartdegen, M. "How to Use Team Teaching in Industrial Arts." Industrial Arts and Vocational Education, Vol. 50, No. 1 (January 1961), 18-20.

The article uses a question and answer technique and answers many pertinent questions relevant to the use of team teaching in industrial arts.

Bernucci, Vincent and others. "Team Teaching and Large Group Instruction in Industrial Arts." Industrial Arts and Vocational Education, Vol. 52, No. 5 (May 1963), 26-30, 52.

A team teaching method used for a summer industrial arts course is expanded for the regular school year at Andrew Hill High School in San Jose, California. Outlines of the course content and teaching units are given.

Berzofsky, Max, and Ousler, Joseph C., Jr. "Organizing Team Teaching in Science." Science Teacher, Vol. 31, No. 6 (October 1964), 30-32.

Describes a team teaching situation at Towsontown Junior High School in Towson, Maryland, in which two eighth-grade science teachers each planned for and taught five science classes in a cooperative venture. Identifies strengths and weaknesses of team teaching based on opinions of teachers and pupils involved in this experimental program.

Bissex, Henry S. "Newton High School, Newton, Massachusetts, Completes Four Years of Large Group Instruction." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 101-114.

Valuable materials presented on the use of the overhead projector and other mechanical aids. Teaching techniques are also included in the article.

Bissex, Henry S. "Newton Plan Challenges Traditions of Class Size." Nation's Schools, Vol. 65, No. 3 (March 1960), 60-64.

Describes the team teaching program at Newton High School, Newton, Massachusetts. Includes a discussion of several courses of study and changes in the physical plant.

Bissex, Henry S. "Second Stage: Revision and Extension of Newton Plan Studies." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 105-119.

Explains the team teaching program at Newton, Massachusetts. Use of the overhead projector, large-group lectures, teacher preparation, and evaluations are contained in the article.

Bloomenshine, Lee L. "San Diego Uses the Teaching Team Approach in Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol 43, No. 243 (January 1959), 217-219.

Reports how teaching teams operate in science, U. S. history, English, social studies, physical education, drama, and typing. The various duties of the teachers and aides are described.

Bloomenshine, Lee L. "Team Teaching in San Diego--First Year." The Bulletin of the National Association of Secondary-School Principals, Vol 44, No. 252 (January 1960), 181-196.

A team teaching program in San Diego, California, that cuts across several subject areas, including physical education. College student aides are used. Teachers' and aides' comments are included in the article.

Bloomenshine, Lee L., and Brown, Malcomb T. "San Diego, California, Conducts Two-year Experiment with Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 147-166.

A team teaching study incorporating several high schools in the San Diego, California, area. A teacher and pupil questionnaire that was developed for part of the program's evaluation is illustrated.

Bovinet, Wesley G. "Glenbrook Reports on Four Experiments on Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 244-253.

A team teaching program at Glenbrook High School, Northbrook, Illinois. Geometry and general science are taught with the help of teacher aides. A foreign language and teacher-internship program has also been developed.

Bowes, John S. "A Venture in Team Teaching." The Social Studies, Vol. 54, No. 7 (December 1963), 257-259.

Discusses a team teaching experiment involving grade 11 American history classes. Stumbling blocks, advantages, and disadvantages are discussed.

Braun, R. H. "Urbana, Illinois, Senior High School Changes Staff Patterns and Provides for Superior Students." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 209-215.

Reports a team teaching study involving English, French, mathematics, and general business. Teacher aides are also discussed in the article.

Braun, R. H., and Steffensen, James. "Grouping, Acceleration, and Teacher Aides Experiment in Urbana Secondary Schools." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 305-315.

Description of a team teaching program at Urbana, Illinois, in typing, shorthand, general business, and bookkeeping.

Brock, Clarence A. "Richwood, West Virginia, Initiated Use of Bus Drivers as Teacher Assistants in Driver Education." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 255-256.

Contains a description of the use of school-bus drivers in assisting the regular teacher to instruct in driver education. The qualifications a driver must have to participate in the program are included.

Brown, Bartley Frank. The Nongraded High School. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

The first-hand report on the operation and results of a revolutionary educational system by the principal of Melbourne High School, Melbourne, Florida. Tells how the graded structure developed, how it handicaps American education, and why the nongraded school, from the primary years through college, is essential to break the lockstep.

Brown, James, Casimano, Geno, and Goodell, Jerome. "Team Teaching and Large Group Instruction in Industrial Arts." Industrial Arts and Vocational Education, Vol. 51, No. 4 (April 1962), 20-22.

A report on an attempt to incorporate the team teaching technique on the junior high level to industrial arts education in the Burbank schools. It discusses advantages, problems, etc., of the program along with presenting an outline of a pair of lessons described to indicate the possibilities of this plan.

Bruntz, James, *et al.* "Team Approach to Social Science Teaching." *High School Journal*, Vol. 43, No. 7 (April 1960), 370-374.

Social science classes are easily organized for a program of team teaching. Presents organization and advantages.

Burke, Virginia M. "The Lay Reader Program in Review." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 261-268.

Describes a program that uses lay readers to help correct papers for English teachers. Advantages and disadvantages of the program are discussed.

Bush, Robert N. "A Searching Appraisal of New Developments." *Journal of Secondary Education*, Vol. 37 (October 1962), 321-326.

An editorial which evaluates the present status and future use of team teaching, programed learning and teaching machines, and flexible scheduling. It raises questions about these innovations as they are now being utilized. Conservative thoughts about the future use of these concepts are presented.

Bush, Robert N. "New Developments in Flexible Daily Time Schedules." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45 (April 1961), 296-299.

A proposal of four basic reasons why more flexible schedules need to be adopted.

Bush, Robert N. "Team Teaching Bandwagon." *California Journal of Secondary Education*, XXXV (April 1960), 207-208.

The author comments on some of the problems in planning for team teaching. Evaluations of programs are criticized.

Bush, Robert Nelson, and Allen, Dwight W. *A New Design for High School Education: Assuming a Flexible Schedule*. New York: McGraw-Hill, 1964. 197 pp.

Presents a technical approach to the secondary curriculum to meet the demands of a changing occupational pattern. Stresses team teaching, teaching machines, programed learning, and other new concepts in methodology.

Carmichael, Bennie. "Others Also Study Staff Utilization: Effecting Better Use of Educational Manpower and Resources." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 274-282.

George Peabody College for Teachers instigated a program to promote team teaching at several schools in Tennessee.

Carpenter, W. G. "Team Teaching in Basic Business." *Balance Sheet*, Vol. 42, No. 6 (February 1961), 279-283.

Explains the many advantages team teaching offers in teaching basic business courses.

Cashen, V. M., *et al*. "Fourteen Staff Utilization Studies in Township High School District 214, Arlington Heights, Illinois." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 211-232.

Reports the use of records and tapes to teach foreign languages. Student assistants are utilized.

Centinela Valley Union High School District, Hawthorne, California. *Transitional Designs for Flexible Scheduling and Curriculum Organization*, August 1962.

Describes team teaching activities in the Centinela Valley Union High School District. Includes flexible scheduling; course enrichment, large-group and small-group instruction; independent study; administrators', teachers', and students' comments; recommendations; and an evaluation of the program.

Cherry, James H. "Illinois Principal's Association Initiates State-wide Staff Utilization Studies." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 223-273.

Team teaching programs that were instigated on a statewide scale in Illinois are depicted. Various schools submitted reports covering a wide range of materials pertaining to team teaching.

Clawson, H. A. "English and Science Studies in Mattoon Senior High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 257-263.

Recounts a team teaching program in Mattoon, Illinois. Teacher comments about the program and an evaluation are included.

Clawson, H. A. "Mattoon Illinois High School Tries Team Teaching and Science Orientation." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 93-100.

Describes a team teaching program involving science, English, and physical education. Testing procedures are explained and statistical data are included.

Cleland, George L. "Interest of State Departments of Education in Staff Utilization Studies." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 181-184.

Explains the position of state departments of education in relation to staff utilization projects.

Clement, Stanley L. "More Time for Teaching." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46 (December 1962), 54-59.

A good discussion of the advantages and disadvantages of team teaching on the secondary level. However, the author obviously is in favor of team teaching, and there is undoubtedly considerable bias in the points presented.

Colton, R. G. "Progress Report on Team Teaching, Modesto High School." Modesto, California, October 1962. 6 pp. (Mimeographed)

A recount of the strengths and weaknesses of the team teaching program at Modesto High School, Modesto, California. Teacher aides were used in the program.

Conner, Berenice G. "Let Your Enthusiasm Show." *The English Journal*, Vol. 50, No. 9 (December 1961), 626-628.

Four English literature teachers' experiment in team teaching is presented. Interesting but indecisive.

Cooper, Walter L. "J. Sterling Morton High School and Junior College, Cicero, Illinois, Uses Tapes, Language Laboratories, and Team Teaching." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 79-84.

Tapes were used to teach shorthand and foreign languages. Also, a teaching team taught English and American literature.

Cooper, Walter L. "Use of Tapes, Language Laboratory, and Teaching Teams at the Sterling Morton High School and Junior College." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 233-243.

A team teaching program in teaching shorthand, English, history, and foreign languages by tapes is explained. Methods of teaching in the language laboratory are described.

Cope, Charles W. and Medley, William. "Winfield, Kansas, High School Pioneers Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 167-172.

This article comments on the team teaching program developed at Winfield, Kansas. Parents' comments about the program are also included.

Corbett, Edgar M. "Different Approach to Team Teaching." Ohio Schools, Vol. 38 (November 1960), 10-11.

Students are grouped in classes of 120 for lectures and classes of 8 to 12 for discussion periods. 70-minute periods are employed; 40 minutes class and 30 minutes supervised study.

Cordry, Vernon. "A More Flexible Schedule at Fremont." California Journal of Secondary Education, XXXV (February 1960), 114-116.

Description of flexible scheduling at Fremont High School in Sunnyvale, California. Some planning suggestions are given.

Costin, Roberta. "Six Years of Organization and Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 46 (October 1962), 122-131.

A continuation of the National Association of Secondary-School Principals Commission experiments in team teaching at the O'Farrell Junior High School, San Diego, California. The total school organization is divided into small units, two at each grade level. Team teaching and staff utilization are explained in detail.

Cravea, Leo, et al. "An Experiment in Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 4 (December 1962), 74-76.

A description of a team teaching experiment at the D. W. Griffith Junior High School, Los Angeles, California. The experiment was limited in that only two teachers were involved in each team. An evaluation and limitations are included.

Cravea, Leo, *et al*. "An Experiment in Team Teaching." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46 (December 1962), 74-76.

Reports on team teaching at Griffith Junior High School, Los Angeles, California. Duties of members of the teaching team are related.

Cunningham, Luvern L. "When Is a Team a Team?" *High School Journal*, Vol. 45, No. 1 (October 1961), 7-13.

Lists specific functions that a teaching team should perform. Reasons are given for the author's statements.

Cuony, Edward R. "Team Teaching in Junior High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 47, No. 285 (October, 1963), 67-72.

Team teaching approach in seventh grade science is tried at Geneva Junior High School. Plan developed was adaption of suggestions by Trump and Baynham.

Dillman, Beryl R. "An Appraisal of The National Association of Secondary-School Principals' Staff Utilization Study at the Close of Its First Two Years." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 13-18.

The author evaluates and states his opinion of what the National Association of Secondary-School Principals Commission accomplished in the first two years of its study on staff utilization.

Dillon, Carl L. "Taylorville, Illinois, Senior High School Uses Tape Records, Team Teaching, and Large Group Instruction to Improve Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 179-188.

Describes a team teaching program experimenting in teaching business administration courses and Latin with tapes. Some problems are discussed and recommendations given.

Egge, Donald E. "Staff and Space Utilization Study in Hoquiam, Washington, Senior High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 213-222.

Several programs in team teaching at Hoquiam, Washington, are illustrated. Contains tables of flexible schedules.

Elicker, Paul E. "The Interest of Your Association in Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 1-4.

A report of the purpose for the study of staff utilization in the secondary schools.

Empey, Donald W. "Student Self-direction, Flexible Scheduling, and Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 47, No. 280 (February 1963), 118-124.

Bend Senior High School in Bend, Oregon uses team teaching and student responsibility in all phases of its operation.

Fink, Paul J. "Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 2 (October 1962), 53-54.

A summary of a workshop at which Dr. Fink was the chairman. Dr. Lloyd Trump served as resource person. Dr. Trump discusses his concept of team teaching, and questions about team teaching are answered by Dr. Trump.

Fisher, Mildred Ogg. "Team Teaching in Houston." English Journal, Vol. 51, No. 9 (December 1962), 628-31.

Describes interesting and creative plan for modified team teaching which is working successfully in Houston. Problems and mechanics of selection of teachers, housing, operation of plan, along with advantages and suggestions are given special attention.

Ford, Paul M. "A Different Day for the English Teacher." The English Journal, Vol. 50, No. 5 (May 1961), 334-37.

An English program at Wayland High School, Wayland, Massachusetts, a school organized entirely for team teaching, is described. Large, medium, and small group instruction are discussed. A sample teacher schedule is included.

French, John, et al. "A Small School in Beecher, Illinois, Makes Big Strides." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 85-98.

Purposes of the tachistoscope, controlled reader, reading accelerator, and tapes are described. Use of student aides is evaluated.

French, John. "Beecher, Illinois, Small School Study." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 241-243.

Tapes were used to teach foreign languages, typing, and spelling. Student aides and non-certificated person acting as a librarian were used.

French, John, and Bammann, Bernice. "A Variety of Improvements in Staff Utilization are Tried in a Small High School at Beecher, Illinois." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 115-125.

This study incorporates the use of students as "cadets" in teaching physical education and uses them in clerical work.

Furry, Robert D. "Springfield, Illinois, Teachers and Students Study Guidance Services." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 45-48.

A better guidance program was developed through staff utilization. Questionnaires and other techniques were developed to improve guidance services.

Gibson, R. E. "Westside High School, Omaha, Nebraska, Continues Teaching Spanish and Spelling Partly by Tape." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 267-269.

The methods and techniques used in teaching Spanish and spelling by tapes are revealed. A comparison is made between the experimental groups and the control groups.

Giltinan, Betty. "We Solved the Problem of Size." The Enclish Journal, Vol. 42, No. 2 (February 1963), 89-93.

The problem of the small-group discussions in a team teaching program at Andrew Hill High School in San Jose, California, is discussed. The solution is student-directed discussions of the literature studies in the English course.

Giltinan, Betty. "We Solved the Problem of Size." The English Journal, Vol. 52, No. 2 (February 1963), 89-93.

Student-directed discussions of literature are a feature of a different program of team teaching at the Andrew High School, San Jose, California. Presents interesting form to be used in discussion groups.

Ginther, John R., and Shroyer, William A. "Team Teaching in English and History at the Eleventh-Grade Level." *The School Review*, Vol. 70, No. 3 (Autumn 1962), 303-313.

Presents a summary of the findings on achievement from research undertaken during the school year 1960-61 on team teaching by the School Improvement Program of the School of Education, of the University of Chicago. Evaluation includes considerable statistical data.

Glancy, Philip B. "Brookside Junior High School, Sarasota, Florida, Strives for Quality Education." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 157-160.

A description of large-group instruction methods used at Sarasota, Florida. Folding walls and modern electronic aids are used in the program.

Grammar, William R. "Senior English and Team Teaching." *New York State Education*, Vol. 50, No. 5 (February 1963), 22-24.

A discussion and evaluation of a New York state-sponsored experimental project study to prove whether the team teaching approach had merit over the usual classroom procedure. The lecture program, seminar, independent study, personal interview, and composition program are presented.

Gray, Harold F. "Teaching Assistants." *California Journal of Secondary Education*, XXXV, No. 4 (April 1960), 246-249.

A program in Clover Park High School, Tacoma, Washington, in which teacher assistants are used in math, chemistry, and English.

Griffin, William M. "Some Ideas and New Patterns at Wayland, Massachusetts, High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 123-126.

The flexible schedule at Wayland, Massachusetts, is described. Large-group and small-group instruction and time for teacher planning and preparation are included.

Gross, R. E. "Emerging Horizons for the Social Studies." *Social Education*, Vol. 24, No. 1 (January 1960), 21-24.

Illustrates various team teaching programs where social studies have been joined with several other subject areas. Teaching teams, scheduling, class sizes, and building facilities are discussed.

Gurney, T. C., and Bleifeld, M. "What Responsibilities for the Principal in Organizing, Supervising and Evaluating Teaching Teams." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 264 (April 1961), 115-120.

A discussion of the role of the principal in the success of any team teaching program. Care in the selection of team members and an evaluation of the program are stressed.

Haggerson, Nelson L., and Smith, Haskel B. "The Seventy-Minute-Period Schedule Contributes to More Effective Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 46 (April 1962), 51-57.

An explanation of the seventy-minute-period schedule as an instrument for implementing effective staff utilization at Cobre High School, Bayard, New Mexico.

Hampton, Robert, Brother. "Team Teaching by TV." Catholic School Journal, Vol. 64, No. 10 (December 1964), 42-43.

Discusses the use of closed-circuit TV system in Notre Dame High School in Sherman Oaks, California. The purpose of the system was to develop superior programs in religion and history and to make the superior teacher available to an unlimited number of pupils. The article also discusses the costs of the installation of the system.

Hanhila, Matt. "Double-sized Class Opinionnaire." Arizona Teacher, Vol. 51 (September 1962), 12-13.

Relates a team teaching experiment at the Carl Hayden High School in Phoenix, Arizona, which was conducted out of necessity due to overcrowded conditions. English, social studies, and typing were the subject areas utilized. The results of the opinionnaire by both students and teachers is revealed.

Hantula, James Neil. "Combining Disciplines Can Add Flexibility." Illinois Education, Vol. 53, No. 3 (November 1964), 111-113.

Describes a team teaching plan in effect during the 1962-63 school year at the Deerfield (Illinois) High School involving the English and social studies departments. The article discusses the variations of team organization used and how changes were made as needed. Suggests that team teaching should not be attempted with new teachers and emphasizes the importance of having administrative support for the team effort and of retaining and strengthening teacher control and freedom over longer segments of educational time.

Harrison, William J. "Team Teaching at Muskegon, Michigan, Senior High School." The Bulletin of the National Association of Secondary-School Principals, Vol 46, No. 270 (January 1962), 239-242.

Explains a team teaching program in Muskegon, Michigan, involving English, biology, world history, and geometry, in which independent study is emphasized.

Hathaway, Larry. "Team Teaching in an Illinois High School." The American Teacher Magazine, Vol. 46 (April 1962), 11-12.

A unique adaptation of the Trump Plan to an existing high school curriculum is presented.

Hayward Union High School District. "Staff Utilization Workshop: A report on Phase One--Summer Workshop, 1962." Hayward, California, September 1962. 46 pp. (Mimeographed)

A summer workshop was initiated to plan a team teaching program. Attending were several teachers from every school in the district. Recommendations and suggestions were made to improve staff utilization.

Heller, Melvin P. and Belford, Elizabeth. "Hierarchy in Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 4 (December 1962), 59-64.

An analysis of how team chairmen should be chosen. Included are the following: why there should be team chairmen, who should make the selection, their role in the team teaching situation, what qualities of leadership they should possess, and how to evaluate these qualities.

Heller, Melvin P. and Belford, Elizabeth. "Team Teaching and Staff Utilization in Ridgewood High School." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 105-122.

Relates the role of the team leader, the teacher assistant, and the administrator. Large-group instruction, small-group instruction, and independent study are discussed.

High, James. "Student Teaching in a Team." Santa Barbara, California, 1962. 12 pp. (Mimeographed)

Describes the use of student teachers in a team program at Santa Barbara High School, Santa Barbara, California. Lists advantages of team teaching. Also, a student questionnaire was developed and the responses are revealed.

Hoffman, Jerry. "Team Teaching Spells Progress in Business Education." Business Education World, Vol. 42, No. 1 (September 1961), 12-13, 33.

The use of resource people and of audiovisual tools is encouraged as part of a team teaching project in business education at Lakeview High School in Decatur, Illinois.

Hooper, N. "Team Teachers Play a Winning Game." The PTA Magazine, Vol. 55, No. 7 (March 1961), 29-31.

Describes the team teaching program at Evanston Township High School in Evanston, Illinois, in which there are twelve teams teaching different courses to approximately 3,000 students.

Howard, Eugene R. "Modular Scheduling in the Senior High School--A Means of Improving Instruction." High School Journal, Vol. 48, No. 4 (January 1965), 282-288.

Rigid schedules, rigid people, rigid facilities, and rigid curricula are impeding progress in instructional quality. These rigidities can be partially overcome by modular scheduling.

Howe, Harold. "Experimentation at Newton." California Journal of Secondary Education, XXXV, No. 2 (February 1960), 117-118.

A discussion of large-group instruction at Newton High School in Newton, Massachusetts.

Howe, Harold. "Needed: A Radical Change." Saturday Review, Vol. 43, No. 38 (September 17, 1960), 73-74.

A prediction of independent study for students of the future. Also, the author comments on teaching machines and television.

Hurley, William, et al. "Team Teaching and Use of Recorders in Taylorville Senior High School." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 268-274.

A team teaching program utilizing tapes to teach social studies, office practice, Latin, and English. An evaluation of the program is included.

Ivins, Wilson. "Team Teaching in Southwestern Secondary Schools." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 48, No. 290 (March 1964), 25-30.

A summary of the purposes and findings of a survey-study (by the author of this article) of team teaching procedures in public secondary schools enrolling 150 or more students in Arizona, Colorado, and New Mexico.

Jackson, David M., *et al*. "Five Projects Designed to Increase Students' Independence in Learning, University of Illinois High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 290-304.

Describes the study conducted at Urbana, Illinois, in which French was taught with tapes, and biology, science, and chemistry were taught with an emphasis upon independent study.

Jackson, David M., *et al*. "University of Illinois High School, Urbana, Illinois, Experiments Further with Independent Study." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 199-208.

A team teaching experiment involving the teaching of chemistry, French, and biology. Tables and other statistical data are presented in the evaluation.

Jackson, Joseph. "Analysis of a Team Teaching and of a Self-Contained Homeroom Experiment in Grades Five and Six." *The Journal of Experimental Education*, Vol. 32, No. 4 (Summer 1964), 317-331.

Includes parental observation and reaction to the team programs. Entire project subjected to detailed evaluative study.

Jefferson County, Colorado School District R-1. *An Experimental Study of the Utilization of the Staff in Education*. A report prepared by the Jefferson County, Colorado School District R-1. Denver, Colorado: Jefferson County, Colorado School District R-1, 1960. 30 pp.

Provides information on a three-year study in team teaching carried on in Jefferson County, Colorado. Class sizes, schedule modifications, teaching teams, various aides, and recommendations for the future are related.

Jensen, L., *et al.* "Eighth Grade Team Teaching at the Roosevelt Junior High School." *California Journal of Secondary Education*, XXXV, No. 4 (April 1960), 236-243.

A study designed to evaluate whether team teaching better meets the needs of pupils and makes better use of teacher's time and talents. Procedures and conclusions are inserted.

Jirak, Ivan L. "Team Teaching and Geography." *The Journal of Geography*, Vol. 62, No. 1 (January 1963), 31-33.

Geography is used as basis for a team teaching program with science and history used as reinforcing material. Large group presentations are followed by small group discussions.

Johnson, Charles E., and Flores, Joseph S. "FLES (Foreign Languages Elementary School) Goes to High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 283-286.

Describes the Foreign Languages Elementary School program in elementary schools. The article explains how high school foreign-language instructors can benefit from the elementary program.

Johnson, Curtis. "Roseville, Minnesota's Alexander Ramsey High School's Experimental Project in Science Becomes a Part of the Regular Program." *The Bulletin of the National Assiciation of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 257-260.

Use was made of the science laboratories after school and on Saturdays to provide more laboratory time for the students. Students from the university were used to teach these extra laboratory periods.

Johnson, Palmer O., *et al.* "Snyder, Texas, Redeploys Students to Improve Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 149-166.

A detailed description and statistical analysis of the comparison in achievement between large and small class instruction in which several subject areas are utilized. A complete materials center is also described.

Johnson, Robert H., et al. "An Extensive Study of Team Teaching and Schedule Modifications in Jefferson County, Colorado, School District R-1." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 79-93.

A team teaching program in the area of English, social studies, business education, and mathematics. Flexible scheduling tables are presented and recommendations are made.

Johnson, Robert H. "Classes of 10, 20, 35, and 70 Under Varied Conditions are Taught in Jefferson County, Colorado, to Discover Effects on Students and Teachers." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 165-167.

Describes a team teaching program involving biology, geometry, English, and American history classes. Evaluations are given in regard to class sizes.

Johnson, Robert H., et al. "Continued Study of Class Size, Team Teaching, and Scheduling in Eight Schools in Jefferson County, Colorado." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 99-103.

A team teaching program involving biology, geometry, English, and American history. Evaluations are made of class sizes.

Johnson, Robert H., et al. "Jefferson County, Colorado, Completes Three-Year Study of Staffing, Changing Class Size, Programing and Scheduling." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 57-77.

Examples of and recommendations for class sizes, schedule modifications, and the staffing of teams. Small-group discussion classes and independent study are also discussed.

Johnson, Robert H., and Lobb, Delbert M. "Transformation of the Sacred Secondary School Schedule." California Journal of Secondary Education, XXXV, No. 2 (February 1960), 96-105.

Presents a detailed description of flexible scheduling in which achievement of pupils is not determined by class size.

Johnson, Robert H., and Shutes, R. "Biology and Team Teaching." *The American Biology Teacher*, Vol. 24 (April 1962), 247-255.

A dynamic presentation of team teaching. Of particular interest for the biology teacher and his administrators. All persons interested in team teaching should include this article on their reading list.

Joly, Roxee W. "Observations on Team Teaching at Monroe." *High Points*, Vol. 46, No. 5 (May 1964), 41-46.

Describes the pilot program of team teaching in English and social studies at James Monroe High School, which was part of a National Association of Secondary School Principals Project.

Kauth, Priscilla, and Brown, Frank B. "The Non-Graded High School in Melbourne, Florida." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 127-134.

A description of the non-graded system used at Melbourne, Florida. Students are grouped in non-graded cycles of learning called "phases."

Kell, Dorothy. "Team Teaching at the Secondary Level: An Approach to Quality Education." *Baltimore Bulletin of Education*, Vol. 39, No. 2 (January 1962), 19-21.

Describes team teaching programs in English undertaken at the Baltimore City Schools. Student comments about the program are revealed.

King, Arthur R. "Planning for Team Teaching: The Human Considerations." *Journal of Secondary Education*, Vol. 37 (October 1962), 362-367.

A consideration of the impact of team teaching on individuals. The effect on the following groups is included: team leaders, students, teachers (both team members and non-team members), administration, and parents.

Knieter, Gerald L. "The Creative Arts Symposium." *Music Educators Journal*, Vol. 49, No. 5 (April-May 1963), 62-66.

Describes how team teaching was utilized as the vehicle for providing experiences in the arts for all high school students. Points out that team teaching in the creative arts is effective and results in creative teaching and learning.

Lambert, Philip, and Boyan, Norman J. "Team Teaching: Is Your School Ready for It?" *Michigan Journal of Secondary Education*, Vol. 2, No. 3 (Spring 1961).

A provocative article presents the challenging problems and possible solutions involved in introducing a program of team teaching.

Larmee, Roy A., and Ohm, Robert. "University of Chicago Laboratory School Freshmen Project Involves Team Teaching, New Faculty Positions, and Regrouping of Students." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 275-289.

A team teaching program involving English, social studies, mathematics, and science. Involves changes in grouping, scheduling, and methodology. Student observations and administrators' evaluations are listed.

Laurits, James D. "Those First Steps." *California Journal of Secondary Education*, XXXV, No. 2 (February 1960), 111-113.

Explains the use of a "floating class" in flexible scheduling.

Lerner, Max. "Symposium: The High School of the Future." *California Journal of Secondary Education*, XXXIV, No. 6 (October 1959), 363-372.

Max Lerner, a New York Newspaper columnist, presents his views on the high school of the future. In his opinion, some of society's philosophies need changing.

Lindahl, Grace A. "Team Teaching in English is Flexible, Stimulating." *Chicago Schools Journal*, Vol. 46, No. 2 (November 1964), 49-56.

Organization of a team teaching project in English at Senn High School and the benefits to both teachers and students are enumerated.

Lobb, M. Delbert. "A Basis for First Steps in Flexible Scheduling." *California Journal of Secondary Education*, XXXVI, No. 6 (October 1961), 367-370.

Contains many suggestions to administrators for entering into a program of flexible scheduling.

Lobb, M. Delbert. "An Experimental Study of Means of Improving the Utilization of the Staff in Education." Sunnyvale, California, 1960. 20 pp. (Mimeographed)

Covers several team teaching programs that cross over different subject areas. Various types of flexible scheduling used are described in the report. Included are the author's conclusions.

Lobb, M. Delbert. "Planning for Team Teaching." Sunnyvale, California, July 1962. 7 pp. (Mimeographed)

Contains some advice for planning a team teaching program. The principal's role is revealed extensively.

Lobb, M. Delbert. "Seeking Excellence in Science Instruction Through Team Teaching and Related Procedures." Sunnyvale, California, 1961. 8 pp. (Mimeographed)

Reports on a science program involving team teaching at the secondary level. Covers staffing, scheduling, content, and instructor's comments.

Lobb, M. Delbert. "Staff Utilization Program." Sunnyvale, California, February 1962. 11 pp. (Mimeographed)

Many subject fields taught by teaching teams are reviewed as well as the advantages and disadvantages found in the team teaching program.

Lobb, M. Delbert. "Study of Staff Utilization." Sunnyvale, California, August 1961. 9 pp. (Mimeographed)

Covers a cross section of subjects in the curriculum taught by teaching teams. Statistical results and a list of advantages and disadvantages are incorporated in the study.

Lobb, M. Delbert, et al. "What Are Some Promising Practices in Team Teaching?" The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 255 (April 1960), 2-7.

Excellent material on the advantages that can be gained from team teaching.

Lord, J. Charles E. "Team Teaching Should Be Tailored to the Individual School Situation." Business Education World, Vol. 43, No. 8 (April 1963), 10-11, 36.

Discusses the advantages and disadvantages of team teaching and describes in detail the principal innovations of this new concept in education.

Loretan, Joseph O. "Team Teaching: Plus and Minus in New York City's Junior High Schools." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 135-140.

A team teaching program designed to teach reading with large-group instruction techniques. Findings from the study are listed.

Los Angeles County Schools. *A Proposal for Flexible Scheduling and Curriculum Organization in Los Angeles County*. A report prepared by the Los Angeles County Schools' Division of Secondary Education. Los Angeles, California: The Los Angeles County Schools, 1961. 103 pp.

Foretells how flexible scheduling can be integrated with the curriculum. Grouping of students, course objectives, and charts illustrating flexible schedules are presented in the report.

Lozanoff, Paul. "ST-TOP: Specialized Teaching - The Orange Program." *American Biology Teacher*, Vol. 26, No. 5 (May 1964), 366-368.

Describes a variation of team teaching - a two-year self-contained experimental program of biology "based on the premise that a learning situation for students is best constructed around a learning situation for teachers."

Lucas, Frank H. "Using Superior Teachers in Summer School." *California Journal of Secondary Education*, XXXV, No. 4 (April 1960), 269-270.

A special summer program using superior teachers. Includes remedial work, special opportunities, seminars, and lectures.

Lumsden, Robert. "Evanston, Illinois, Township High School Adds to Its Program." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 223-228.

Describes the use of dictation machines in grading English themes, and a health education course which is taught with team teaching.

Madson, Marland L. "Above and Beyond in Senior High Biology." *Minnesota Journal of Education*, Vol. 45, No. 6 (January 1965), 27.

Discusses a team approach to the teaching of advanced biology for the top students registering for this course. Points out the importance of having ability grouping at all levels of instruction in biology.

Mason, Herbert, and Barstow, William, and Haugh, Thomas. "A Report on Team Teaching Adapted to a Standard Secondary School Curriculum." American Biology Teacher, Vol. 26, No. 5 (May 1964), 363-365.

Describes a team teaching program in high school biology to show that this approach is superior to contemporary standard techniques when certain conditions and proper environment prevail.

Maxwell, G. W. "How Effective Is Team Teaching in General Business?" Business Education World, Vol. 42, No. 4 (December 1961), 7-10.

Recounts the program at Andrew Hill High School, San Jose, California, during the 1960-61 school year. Lesson planning and teaching techniques are described. Costs, grading and an evaluation of the program are revealed.

McCollum, T. E., et al. "Snyder, Texas, Continues Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 261-265.

Many techniques and methods used in this team teaching study have been carried over to the regular classroom at Snyder, Texas. Contains methods of testing and an evaluation of the program.

McNassor, Donald. "The Teaching Team Plan for High School Education." Claremont, California, 1959. 6 pp. (Mimeographed)

A typical team teaching situation is reported. The teachers', the administrators', and guidance functions are listed.

Menacker, Julius. "Inter-Departmental Team Teaching in the High School." Education Digest, Vol. 26 (May 1961), 89.

Suggests the application of the team teaching idea in the high school due to a curriculum with numerous areas of overlap and a faculty each one of whom is trained especially in one area only as a means to stimulate learning.

Menacker, Julius. "Team Teaching Social Studies and Business." Journal of Business Education, Vol. 38, No. 3 (December 1962), 103-104.

A social studies teacher discusses the team teaching experienced by him and a fellow business education teacher at Marshall High School in Chicago, Illinois, for the purpose of supplementing the presentation of a unit on stocks and bonds.

Michael, Lloyd S. "New Directions to Quality Education in Secondary Schools." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 11-18.

Many excellent suggestions on how to improve the utilization of the staff in the secondary school are included. Recommendations are made on class size, teacher aides, and curriculum improvements.

Michael, Lloyd S. "Tasks Completed and Goals Ahead." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 315-317.

Relates what has been accomplished by the Commission on the Experimental Study of the Utilization of the Staff in the Secondary Schools which was appointed by the Executive Committee of the National Association of Secondary School Principals in May of 1956.

Michael, Lloyd S. "Team Teaching." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 47, No. 283 (May 1963), 36-63.

Varied patterns of team organization such as single subject and inter-disciplinary team teaching projects and programs are discussed using examples of them in action all over the country. Viewed as the most promising means of improving secondary education.

Michael, Lloyd S. "The Third Year of the National Association of Secondary-School Principals Commission on Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 9-12.

A description of how the National Association of Secondary-School Principals Commission provided financial aid to principals' associations for summer workshops, and how the National Association of Secondary-School Principals Commission disseminated news and ideas about staff utilization throughout the United States.

Michael, Lloyd S. "What Are We Trying to Accomplish in Staff Utilization Studies?" *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 5-10.

An article explaining why the team teaching experiment has been attempted.

Mitchell, Wanda B., *et al.* "Closed-Circuit Television Is Used at Evanston Township High School." *The Bulletin of the National Association of Secondary-School Principals,* Vol. 42, No. 234 (January 1958), 19-54.

How the Evanston Township High School launched its closed-circuit television program. Typing and English were the two main subjects taught. Evaluation of the program and costs are included.

Mitchell, Wanda B. "Evanston, Illinois, Township High School Expands Use of Closed-Circuit Television in 1957-58." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 75-78.

Staff utilization with the aid of closed-circuit television is used in the teaching of English, drama, typing, and various publicity programs carried on by the school.

Mitchell, Wanda B. "Professional Responsibilities." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 29-37.

Describes the author's philosophy in regard to other staff members, course content, the pupils, and society in general.

Mitchell, Wanda B. "Why Try Team Teaching?" *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 247-252.

How the staffing of various teams is accomplished and what the advantages and disadvantages of team teaching are.

Montague, David O. "Team Teaching in Berkeley's Burbank Junior High School." *California Journal of Secondary Education*, XXXVI (November 1961), 420-422.

This program was developed to promote student interest in science; raise student expectancies; provide an opportunity for individual experiment; and improve the instruction of diverse groups. Planning, suggestions, and evaluations are presented in the article.

Moorer, Sam H. "Florida State Conference of Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 279-282.

Summarizes what was said at the conference about flexible scheduling, independent study, student grouping, and future recommendations.

Nesbitt, William O. "The Extended School Year for Teachers to Plan and Prepare." California Journal of Secondary Education, XXXV, No. 4 (April 1960), 257-259.

Suggestions for team teaching programs on an expanded basis to include the entire year. Details on preparation and planning are presented.

Nesbitt, William O., and Johnson, Palmer O. "Some Conclusions Drawn from the Snyder, Texas, Project." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 63-75.

Reports on a team teaching program in science, English, and biology. Teacher teams, aides, and material aids are fully described in the study, and a statistical evaluation is included.

Nimnicht, Glendon P. "A Second Look at Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, (December 1962), 64-69.

An article which indicates that large group instruction is not consistent with good learning principles. It advocates using large group instruction on a very limited basis, and substituting the use of programed instruction and multiple-class teaching.

Noall, Matthew F. "Core Curriculum at Weber County, Utah." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 141-147.

Describes a core program in language arts and social studies. Statistical data are contained in the evaluation of the study. Observations and conclusions are given.

Noall, Matthew F. "The Need for and Effects of Schedule Modification in Wahlquist, Roosevelt, and Hurricane High Schools." California Journal of Secondary Education, XXXV, No. 2 (February 1960), 106-110.

Schedule modification is described in the team teaching program in three Utah high schools. Contains examples of schedule modifications for a large, medium, and small school.

Noall, Matthew F. "Utah Schools Conduct Variety of Studies Under State-Wide Organization." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 217-238.

Results of junior high and senior high school programs in staff utilization are discussed and appraised after a three year period of experimentation.

Noall, Matthew F. "Utah Staff Utilization Studies." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 139-140.

A brief informative article on five utilization studies of various junior and senior high school districts during the school year 1958-59.

Noall, Matthew F., and Jensen, Lawrell. "Team Teaching at Roosevelt Junior High School, Duchesne County, Utah." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 156-163.

States how teachers' time can be saved through team teaching, and how teachers' special talents can be put to better use. Evaluation of the program and testing procedures are included.

Noall, Matthew F., and Nuttall, Maurice. "Hurricane, Utah, High School ungraded English Project." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 185-192.

Explains the team teaching program in language arts at Hurricane, Utah. Grouping of students and flexible scheduling are illustrated. Included are student comments about the program.

Noall, Matthew F., and Nuttall, Maurice. "Staff Utilization Through Language Arts Reorganization, Hurricane, Utah." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 148-155.

An explanation of how the teacher's time can be saved through staff utilization, and how the course content is enriched by using specific talents and team teachers possess in certain areas.

Noall, Matthew F., and Rose, Gale. "Team Teaching at the Wahlquist Junior High School, Weber County, Utah." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 164-171.

Compares team teaching to traditional classroom instruction in English and United States history. A detailed statistical analysis of the study appears.

Noall, Matthew F., and Wilson, Parry. "Paraprofessional Helpers in a Language Arts Program at the Logan City High School, Utah." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 172-177.

A description of the many duties performed by teacher aides. A list of advantages and disadvantages of the program is submitted. Costs were evaluated and recommendations made.

Noall, Matthew F., and Winget, Lerue. "Staff Utilization Studies Help Utah Educators." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 181-214.

A statewide project helps small schools to enrich their programs. Films were used to teach physics courses. Contains a detailed statistical evaluation.

Norton, M. S. "Approaches to Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 258 (October 1960), 89-92.

A report on the teacher specialist, flexible scheduling, and individual study methods, including a summary and conclusions.

O'Brien, M. Claire. "California Surveys Experimental Programs in Business Education." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 99-102.

Relates the methods used to teach business education courses in California. Statistical tables show the extent of these practices in the state.

Pallin, Charlene. "Team Teaching in General Music in San Diego, California." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 203-207.

A description of a team for teaching music. Duties of the teachers and the teacher aides are given. Included is an evaluation of the program.

Pannwitt, Barbara S. "Evanston, Illinois, Township High School Reports on Five Years of Projects, Including Television, Team Teaching, and Large and Small Group Instruction." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 245-248.

Reviews many team teaching programs that have been developed over a five-year period. Methods and suggestions are reported.

Partridge, A. R. "Staff Utilization in Senior High School." *Educational Leadership*, Vol. 18, No. 4 (January 1961), 217-221.

Comments on several team teaching programs in operation throughout the United States. The author believes that future buildings should be designed for team teaching.

Parzych, Marie, and Parzych, B. Val. "We Used Team Teaching in a Summer Typing Class." *Business Education World*, Vol. 43, No. 10 (June 1963), 14-15, 25-26.

Describes a six-week team teaching experiment in typing during the summer of 1962.

Pella, Milton O. "The Wassau Story on Team Teaching." *Wisconsin Education Journal*, Vol. 96, No. 4 (December 1963), 13-14.

Team approach to tenth grade biology. Related materials from other sciences are used. Over a three-year development period, teachers agreed that there was increased effectiveness of teaching and learning.

Peterson, Carl H. "Is Team Teaching for Your Schools?" *The American School Board Journal*, Vol. 145, No. 4 (October 1962), 11-13.

The Principal of a new high school, known for its team teaching and large group instruction, speaks out frankly on values and limitations inherent in this type of program.

Philips, Marie. "Team Teaching at Summer School." *The Balance Sheet*, Vol. 45, No. 4 (December 1963), 163-165.

Discusses strengths and weaknesses of the team approach to teaching typing in summer school at La Sierra High School in Carmichael, California.

Pickrel, Glenn, *et al*. "Tape Recordings Are Used to Teach Seventh Grade Students in Westside Junior-Senior High School, Omaha, Nebraska." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 81-93.

Explains a program teaching spelling and Spanish by tape. Detailed statistical tables reveal the results of the study.

Pittsburg Public Schools. *Pupils, Patterns, and Possibilities.* A report prepared by the Pittsburgh, Pennsylvania Board of Education. Pittsburgh, Pennsylvania: The Pittsburgh Public Schools, 1961. 31 pp.

Depicts the team teaching program in Pittsburgh, Pennsylvania. Many photographs and illustrations are inserted. Most phases of a team teaching program are reviewed.

Polos, N. C. "The Teaching Team in Action." *California Journal of Secondary Education*, XXXVI, No. 7 (November 1961), 415-419.

Relates several team teaching programs in operation throughout the United States. Lists advantages and disadvantages of team teaching.

Price, John W., and French, William C. "Some Influences of a New School on Planning, Staff Use, and Curriculum Development Are Studies in Syosset, New York." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 154-164.

English and art classes were combined and taught by the team method. English and social studies classes were also combined. Finally, suggestions for planning a program are proposed.

Quensel, Raymond H. "An Experiment in Staff Utilization with Talented Students in a Small High School During the Summer Months at Newark, Illinois." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 49-55.

A summer program designed for curriculum enrichment and independent study. Tests and statistical data are reported.

Reber, Kenneth W. "South Bend, Indiana, Develops Educational Broadcasts of Group Guidance." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 167-177.

Describes a group guidance program at all the senior high schools in South Bend, Indiana, by radio broadcasts. Testing procedures and an evaluation of the program are given.

Reed, Dell., and Lewis, Oleva A. "Eleventh Grade English is Reorganized in Chanute, Kansas, Senior High School." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 229-238.

The article relates large-group instruction, small-group instruction, flexible scheduling, and individual study in a team teaching program at Chanute, Kansas. A course of study for the teaching of English is supplied.

Rinker, Floyd. "Subject Matter, Students, Teachers, Methods of Teaching, and Space are Redeployed in Newton, Massachusetts, High School." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1958), 69-80.

A team teaching program that incorporates several subject areas in the curriculum. The planning stage of the program is explained in detail.

Riverside County Superintendent of Schools' Office. Staff Utilization Changes Afoot at Palo Verde High. A report prepared by the Riverside County Superintendent of Schools' Office. Riverside, California: The Riverside County Superintendent of Schools' Office, 1962. 1 p.

Reports on a team teaching program in Riverside County, California. Large-group instruction, adult and student aides, flexible scheduling, and mechanical aids are related.

Robb, M. H. "Flexibility? Try a Module." The Clearing House, Vol. 36 (May 1962), 550.

A short discussion of a "modular" scheduling concept at Euclid Central Junior High School, Euclid, Ohio. A "module" is defined and explanation made of how they are combined to create a flexible schedule.

Robb, M. H. "Modular Scheduling at Euclid Central." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46 (February 1962), 66-69.

Advantages and conclusions of modular scheduling at Euclid Central Junior High School, Euclid, Ohio, are discussed by the Principal.

San Diego City Schools. *Report on the Two Year Experimental Project in Staff Utilization, 1958-1960*. A report prepared by the San Diego City Schools. San Diego, California: The San Diego City Schools, 1960. 55 pp.

Principal's report on the staff utilization projects in five schools. A college professor evaluates the program and includes statistical data.

Sands, David A. "Secondary-School Scheduling--A Break with the Pattern." *California Journal of Secondary Education*, Vol. 35 (February 1960), 131-134.

Contains information on how San Angelo City Schools organized a new school's schedule using thirty minute modules.

Sanford, Charles W. "Why the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School Was Created." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 16-18.

Answers the question posed in its title. The teacher shortage problem is involved.

Schneider, John, *et al*. "Team Teaching at Chaminade High School, Dayton, Ohio." *National Catholic Education Association Bulletin*, Vol. 46, No. 1 (August 1962), 314-317.

Members of the faculty discuss the origins and aims of an experiment in team teaching. The teaching of Spanish is included in this program.

Shalowitz, Elaine Langerman. "Our School is Trying Team Teaching." *NEA Journal*, Vol. 53, No. 5 (May 1964), 45-46.

West Rockville Junior High School's (Montgomery County, Maryland) experiments and experiences with team teaching in English and social studies from an involved teacher's point of view.

Sheeley, Loran L. "Improve Instruction--Educational Television in Miami, Florida." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 209-212.

Reports on the methods used in teaching by television at Miami Jackson High School, Miami, Florida. A cost evaluation and advantages of the program are revealed in the article.

Sherman, Roger. "Cooperative Planning in Team Teaching." *School and Community*, Vol. 51, No. 5 (January 1965), 9.

Describes an experimental project (in world history) which is a cooperative idea with a team concept.

Sickels, Rebecca M., Goldman, Robert, and Hollenbeck, Lee. "Speech Teachers Team Up to Improve Sophomore Courses." *Illinois Education*, Vol. 50 (November 1961), 113-114.

Three speech teachers team up to take advantage of each's specialized training in drama, persuasive speech and debate, and basic speech skills and interpretation. A good discussion of students' benefits as compared with traditional method.

Singer, Ira J. "Survey of Staff Utilization Practices in Six States." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 1-14.

Contains questionnaires and tables showing the responses of six states in regard to team teaching, student grouping, teacher aides, schedule changes, and use of technological devices.

Slichenmyer, H. L. "Arlington Heights, Illinois, Studies Curriculum and Testing, Instructional Assistants, Team Teaching, and Modern Technology in Fourteen Projects." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 41-49.

The study undertakes to determine the relationship between an overall college grade-point average and students' scores on the verbal and mathematics sections of the College Board examination. Contains many statistical tables. Team teaching studies are also included.

Smith, George N. "Team Teaching." *Arizona Teacher*, Vol. 50, No. 2 (November 1961), 20-24.

A report on team teaching at Flowing Wells High School in Tucson, Arizona. Large-group and small-group instruction, flexible scheduling, grouping, and observations are contained in the article.

Smith, Gjertrud. "Experimentation at Verdugo Hills High School." *California Journal of Secondary Education*, Vol. 36 (November 1961), 433-440.

Experimentation at the Verdugo Hills High School, Tujunga, California, with split-week courses and team teaching with the Contemporary American Problems class is explained.

Smith, Gjertrud. "Verdugo Hills High School, Tujunga, California, Introduces Split-Week Courses and Team Teaching to Add Flexibility in the Program." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 173-184.

Relates how a split-week schedule is incorporated in a team teaching program. More electives are offered to students under this plan. Advantages and disadvantages are listed.

Smith, James E. "Flexible Scheduling at Ridgewood High School." *California Journal of Secondary Education*, Vol. 36 (October 1961), 364-366.

A report on team teaching at Ridgewood High School, Norridge, Illinois. Included are use of modules, incorporation of staff members into instructional groups, and the physical construction of the school plant.

Smith, Vernon H. "Team Teaching Has Advantages." *English Journal*, Vol. 49, No. 4 (April 1960), 242-244.

Discusses the advantages of team teaching in the instruction of English.

"Sound Off: Teachers Should Swap Classes Rather than Handle Subjects in Which They Are Weak." *The Instructor*, Vol. 72, No. 1 (September 1962), 8-9.

Presents the pros and cons of exchanging classes to insure good instruction for today's pupils.

Stevens, A. C. "A Flexible Seven-Period Day in Junior High School." *California Journal of Secondary Education*, Vol. 35 (February 1960), 119-121.

Double schedules as well as alternating subjects on different days is tried at the Terman Junior High School, Palo Alto, California.

Stevens, J. M., and Richards, A. W. "Team Teaching in World Geography; Junior High School." California Journal of Secondary Education. XXXV, No. 4 (April 1960), 244-245.

More time for teacher preparation, variety of presentations, and better use of resource people are listed as advantages in this study.

Stevens, Martin, and Elkins, William R. "Designs for Team Teaching in English." Education Digest, Vol. 30, No. 2 (October 1964), 39-43.

Description of an experiment in team teaching high school English that proved successful with minimum facilities, a conventional setting, and a small operating budget.

Stolenberg, J. C. "Team Teaching in Junior High School." Educational Leadership, Vol. 18, No. 3 (December 1960), 153-155.

A team teaching program in English and social studies at Racine, Wisconsin, is described. Some problems in class scheduling and large-group instruction are explored.

Stone, W. J. "Symposium: New Design for the Secondary School Scheduling." California Journal of Secondary Education, Vol. XXXV, No. 4 (February 1960), 126-130.

Compares the team teaching program at two high schools in San Diego, California. The article is concerned with scheduling, program enrichment, instructional teams, and the administrator's role.

Stone, W. J., and Ramstad, W. K. "Team Teaching: The Result of a California Survey." California Journal of Secondary Education, XXXVI, No. 5 (May 1961), 273-276.

Results are furnished of a questionnaire on team teaching sent to Colorado, Illinois, Michigan, New York, Georgia, and California. English and science were the subjects involved in team teaching programs more often than others.

Stuart, Marion. "Single-Discipline Approach Pools Talent and Time." Illinois Education, Vol. 53, No. 3 (November 1964), 115.

Describes a team teaching project for senior English classes at Champaign (Illinois) Senior High School. Discusses how this single discipline approach can pool talent and time, how the team situation utilizes better the resources of a community, how it can improve student behavior, and points out that experimentation and innovation are a part of the job of the high school teacher regardless of his subject area.

Szabo, Lester J. "Team Teaching for Honor Students." *The Educational Digest,* Vol. 27, No. 5 (January 1962), 27-28.

Describes the team teaching program in American History at Kenmore East Senior High School in Buffalo, New York. More planning was necessary to continue the study.

Szabo, Lester J. "Team Teaching: Honors Students Undergo Experiment." *New York State Education,* Vol. 49 (October 1961), 12-13.

When the Kenmore American History Teachers collaborate in broadening and deepening instruction the result is an excellent example of a team teaching experiment.

"Symposium: New Opportunities for Expertness--Team Teaching and Flexible Scheduling." *Journal of Secondary Education,* Vol. 37 (October 1962), 340-341.

An introduction to explain the purposes of a conference devoted to team teaching and flexible scheduling jointly sponsored by the California Association of Secondary School Administrators and the School of Education, Stanford University, from July 16 to July 20, 1962.

Taylor, Harris A. "Claremont Graduate School Program for Team Teaching." A report prepared for the Claremont Graduate School, Claremont, California, January 6, 1960. 8 pp. (Mimeographed)

Reports the development of a plan for team teaching at the secondary level. Includes basic elements of the teaching team, guidance benefits to students, organizational benefits, evaluation of the project, and hopes for the future.

Taylor, Harris A. "Claremont Graduate School Program for Team Teaching." *The High School Journal,* Vol. 43, No. 5 (February 1960), 277-282.

Describes and discusses elements of the teaching team, guidance benefits to students, organizational benefits, and evaluation of a team teaching program developed by the Claremont Graduate School.

Taylor, Harris A. *Claremont Teaching Team Program.* A report prepared by the Claremont Graduate School. Claremont, California: Claremont Graduate School, 1961. 33 pp.

Relates the team teaching program conducted by the Claremont Graduate School in Claremont, California. Team patterns, teacher aides, guest speakers, and advantages and disadvantages are reviewed.

Taylor, Harris A. *Claremont Teaching Team Program*. A report prepared by the Claremont Graduate School. Claremont, California: Claremont Graduate School, 1962. 46 pp.

An excellent and very comprehensive report on the team teaching program conducted by the Claremont Graduate School in eight California school districts. Covers all phases of team teaching and lists many recommendations, advantages, and statistical evaluations.

Taylor, Harris A. and Cook, Raymond F. "Schools Within a School: A Teaching Team Organization for Junior High School." *The High School Journal*, Vol. 48, No. 4 (January 1965), 289-295.

Discusses in particular the Rowland School District near Pomona, California, and its adoption of the two-year junior high school, its development of facilities for team approach, and its staff and schedule organization.

"Team Teaching." *Review of Educational Research*, Vol. 33, No. 3 (June 1963), 288-289.

The evaluation of a team method in teaching first year high school physics to academically talented students showed no achievement difference between team group and control group. However, there is some question of whether it was really a team teaching experiment since such things as small group instruction were missing. The study also analyzed the attitudes of students and teachers toward the team method.

Tedesco, Pauline. "Team Teaching in Typing." *Journal of Business Education*, Vol. 38, No. 1 (October 1962), 10-11.

A comparison of a team teaching program at Cupertino High School, Sunnyvale, California, with an average typing classroom. Results of this experiment are interpreted as showing that team teaching has advantages over regular classroom organization.

Thacker, Margaret S., *et al*. "Development of Independent Study Skills in American History in Fairfield, Illinois." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 34-44.

An explanation of how students were taught to do independent study through the use of the Navy Target Plan. Statistical data and evaluations are supplied.

Thacker, Margaret S., and Largent, H. C. "Fairfield, Illinois, High School Develops Independent Study Skills in American History." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 249-253.

Proposes ways and methods to encourage students to do independent study through the use of the Navy Target Plan.

Thayer, Mildred N. "Experimental First Year." Science Teacher, Vol. 31, No. 6 (October 1964), 33-34.

Describes a science-math teaching team project at Garland Street Junior High School in Bangor, Maine, carried on by the University of Maine under sponsorship of The Ford Foundation. Discusses usefulness of various sizes of groups for specific purposes; how the problem of group size is influenced by the type of team, physical features of the building, number and quality of instructors, and needs of the students. Emphasizes importance of joint planning and evaluation.

The National Association of Secondary-School Principals. "And No Bells Ring." Washington, 1960. (Film)

A two-part film depicting the National Association of Secondary-School Principals' ideas on staff utilization. The two half-hour films show teaching teams, large-group instruction, small-group instruction, independent study, and small discussion groups. May be rented for $3.00 from the National Association of Secondary-School Principals, 1201 Sixteenth Street, NW, Washington, D. C.

The National Association of Secondary-School Principals. "Focus on Change." Washington, 1962 (Filmstrip)

A filmstrip relating the findings and recommendations of the Commission on the Experimental Study of Staff Utilization in the Secondary School. A recorded narration is given by Howard K. Smith.

Tollefson, J. C. "We Use Team Assignments to Help Beginning Teachers." Illinois Education, Vol. 50 (November 1961), 115-116.

Newly employed mathematics teacher works with an experienced and very able teacher one period a day with a class of 60 Algebra I students. Provides excellent orientation techniques.

Tracy, Edward, and Peterson, Carl H. "The Easton, Pennsylvania, Team Teaching Program." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 145-155.

Supplies information on a team teaching program combining English, history, and mathematics. Flexible scheduling and large-group instruction are explained in detail. Independent study is also stressed.

Trump, J. Lloyd. "A Look Ahead In Secondary Education." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 5-15.

Predicts a secondary school of the future in reference to the instructional staff, buildings, curriculum, and administrative organization.

Trump, J. Lloyd. "Brief History and Recommendations of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 275-281.

Explains how the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School launched its program throughout the United States. The writer comments on financial support, publicity, and future steps.

Trump, J. Lloyd. "Flexible Class Schedules." California Journal of Secondary Education, Vol. 35, No. 2 (February 1960), 94-95.

A brief article on ways of setting up modified schedules.

Trump, J. Lloyd. Images of the Future. A report prepared by the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. Washington: The National Association of Secondary-School Principals, 1959. 48 pp.

Contains many suggestions for better staff utilization and for increasing the quality of education.

Trump, J. Lloyd. "Ingredients of Change." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 299-304.

A report on methods and procedures for promoting changes in our educational system.

Trump, J. Lloyd. "More Staff Utilization Experimentation Is Needed." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 209-213.

Explains the difficulty in obtaining information on staff utilization programs throughout the entire country. Outlines many studies on staff utilization that could be made.

Trump, J. Lloyd. "New Directions in Scheduling and Use of Staff in the High School." California Journal of Secondary Education, XXXIII, No. 6 (October 1958), 362-372.

Reviews the functions performed by experienced teachers, paraprofessionals, clerks, general aides, community consultants, and staff specialists. Flexible scheduling is discussed and illustrated with tables.

Trump, J. Lloyd. "Others Are Also Extending Horizons in Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 197-208.

Reveals various team teaching programs in progress in the United States.

Trump, J. Lloyd. "Some Questions and Answers About Suggestions for Improving Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 19-28.

The question-answer type of format is used in discussing the teaching staff, the students, costs, facilities, and the planning of a team teaching program.

Trump, J. Lloyd. "Summary and Some Findings." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 284-290.

Sums up some of the findings of the staff utilization programs conducted to this date. All the ramifications of the studies are outlined.

Trump, J. Lloyd, et al. "Summer Workshops on Staff Utilization." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 316-332.

A report on the summer workshops in team teaching for the states of Arizona, Minnesota, and Iowa. Pertinent questions and answers relevant to team teaching are inserted.

Trump, J. Lloyd. "The Principal's Role in Superior Education." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 305-314.

The principal's role in schools of the future is depicted.

Trump, J. Lloyd. "The National Association of Secondary-School Principals Continues Its Services to Schools Interested in Improving Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 283-285.

Supplies the names and addresses of members of the new Committee on Staff Utilization and three newly appointed staff associates.

Trump, J. Lloyd, and Baynham, Dorsey. *Focus on Change--Guide to Better Schools*. Chicago: Rand-McNally and Co., 1961. 147 pp.

The authors recommend changes in the secondary school to improve education and for better utilization of staff and physical facilities. Discusses large-group instruction, small-group instruction, flexible scheduling, staff utilization, teacher aides, and use of technological aids.

Tuck, James R. "Picture of a Modern Curriculum for English." *Michigan Education Journal*, Vol. 41, No. 4 (October 1, 1963), 17-18, 39.

Buena Vista High School in Saginaw, Michigan, makes use of large group instruction, team teaching, closed-circuit television, and small group recitation and instruction in its English curriculum.

Umstattd, J. G. "Staff Utilization Studies Reviewed by a Secondary Education Specialist." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 193-196.

Explains how the staff utilization studies can affect the university-high school relationship. Comments on the effect staff utilization projects can have on the teachers and the community.

Varner, Glenn F. "Team Teaching in Johnson High School, St. Paul, Minnesota." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 161-166.

Compares the point of view of the teacher, student, and administrator on the team teaching program at St. Paul, Minnesota. Indications of the future are also predicted.

Warburton, John T. "An Experiment in Large Group Instruction." *California Journal of Secondary Education*, Vol. 36 (November 1961), 36.

The achievement of a student's large group instructional situation in English is compared with that of a control group of thirty-five students in the Grossmont Union High School District, Grossmont, California.

Watson, N. E. "Glenbrook High School, Northbrook, Illinois, Projects on Internship, Large Classes, Team Teaching, Teacher Aides, and Language Lab." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 51-56.

Discussion of the second year of the team teaching program at Northbrook, Illinois. Internship for beginning teachers, large classes, teaching teams, teacher aides, and a language laboratory are reported.

"We Find the Walls Get in the Way." *Audio Visual Instruction*, Vol. 7 (October 1962), 528-533.

Contains an interview between Dr. Anna L. Hyer, editor of *Audio Visual Instruction*, and Mr. Leadore D. DuBois, principal, and Mrs. Agnes Kain, associate principal, West Rockville Junior High School in Montgomery County, Maryland. The interview is concerned with how team teaching originated at this junior high school and how it operates.

Weitz, Leo. "Team Teaching at James Monroe High School." *High Points*, Vol. 46, No. 1 (January 1964), 5-39.

Discusses Monroe's experiences in team biology and social studies, its advantages and disadvantages in all phases and aspects. Detailed evaluation of the program.

Weston Public Schools. "What Is the Accordion Plan?" Weston, Massachusetts, June 1962. 15 pp. (Mimeographed)

Describes the elementary and secondary team teaching program at Weston, Massachusetts. Tapes and programed texts were used for stenographic training at the secondary level. Teaching teams, scheduling, large and small-group instruction, and independent study are illustrated.

Whitcomb, Mildred. "A Living Laboratory for Improving the Small School." The Nation's Schools, Vol. 64, No. 3 (March 1959), 53-58.

Reveals a program in New York State that moves students from one school to another. Seminars and correspondence courses are a part of this plan.

White, Robert W. "How Successful is Team Teaching?" Science Teacher, Vol. 31, No. 6 (October 1964), 34-37.

Compares results of team teaching with nonteam-teaching approaches in the learning of biology.

Whittier Union High School District. A Progress Report of the Flexible Scheduling Study Committee for the Social Studies. A report prepared by the Whittier Union High School District. Whittier, California: Whittier Union High School District, 1962. 18 pp.

An account of flexible scheduling which contains many illustrations and tables on various types of flexible schedules.

Winget, L., and Lobb, M. Delbert. "What Are Some Experimental Changes in Class Schedules, Student Groupings, and Team Teaching Being Tried in Junior and Senior High Schools?" The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 246 (April 1959), 108-112.

Teacher assistants, teaching methods, and mechanical aids are evaluated in the team teaching program.

Wyatt, Sidney L., et al. "Utah Uses State-wide Approach in Studying Utilization Effects of Junior High School Evaluative Criteria, Physics Films, and Core Programs." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 168-173.

A study to promote better staff utilization in the teaching of physics through the use of films on a statewide basis.

Youmans, Rita L. "Teaching Family Finance The Team Way." Practical/Forecast Teacher Edition of Co-Ed, Vol. 9, No. 7 (March 1964), 24-25, 46.

The team approach permits concentration of time, requires careful planning and preparation, provides synthesis of subject matter otherwise not possible.

COLLEGE
STAFF UTILIZATION PRACTICES

Dungan, James R. and Hinely, Reginald T. "What Does a Course in Curriculum Theory Accomplish?" Journal of Educational Research, Vol. 57, No. 2 (October 1963), 80-83.

Describes the team approach to the teaching of a university course in curriculum theory and the measurement techniques used to evaluate the kind and amount of change. Conclusions are listed.

Hahn, Robert O., et al. "Team Teaching: A Second Look." The Journal of Teacher Education, Vol. 12, No. 4 (December 1961), 508-510.

Describes the advantages and disadvantages in a team teaching program at Los Angeles State College. Instructors' and students' comments are reported in the study.

Hanvey, Robert, and Tannenberg, Morton S. "University of Chicago Laboratory School, Chicago, Illinois, Evaluates Team Teaching." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 189-198.

Delineates a team teaching program for freshmen at the college level. Staffing of teams and teachers' morale are outlined.

Nelson, Jack L., and Robinson, Gertrude A. "Teacher Education Through Team Teaching." School and Society, Vol. 91, No. 2234 (December 14, 1963), 409-410.

Describes a team teaching experiment in teacher education at Los Angeles State College.

Peterson, Basil H. "An Experiment in Large Class Instruction." *Junior College Journal*, Vol. 31 (October 1960), 74-77.

As a result of successful experimentation with large group instruction and team teaching, Orange Coast College, Costa Mesa, California, built a large lecture-demonstration hall called the "Forum." The lecturer has push-button control of superior audio-visual equipment as well as additional equipment located in the projection alcove. Teacher requirements, teacher loads, and saving in teacher time are also included.

Siegel, L., *et al.* "Effectiveness of Large Group Instruction at the University Level." *Harvard Education Review*, Vol. 29, No. 3 (Summer 1959), 216-226.

The Miami University study and other team teaching programs carried on at the college level are reviewed. Various Harvard team teaching programs are recounted, and evaluation and statistical data are included.

Wetzler, Wilson F. "Team Teaching." *Improving College and University Teaching*, Vol. 12, No. 1 (Winter 1964), 40-41.

Team teaching is suggested as a technique for college teaching. Guidelines are given for a team teaching experience in World Literature.

RECRUITING AND EDUCATING TEACHERS FOR NEW STAFF UTILIZATION PRACTICES

Anderson, Robert H. "The Junior High School." Architectural Record, (January 1961), 126-131.

The concept of a flexible nongraded secondary school plant is presented in light of recent proposals from team teaching.

Anderson, Robert H., and Mitchell, Donald P. "Team Teaching, New Learning Concepts Demand Changes in School Plant Design." Nation's Schools, Vol. 65, No. 6 (June 1960), 75-82.

Describes how present physical plants can be changed to facilitate team teaching programs at a minimum of cost. Folding panels and other techniques are used to accomplish this.

Doane, Kenneth R., and Scanlan, William J. "Future Teachers Are Recruited and Plans Made for a Teacher-Trainee Group in the St. Paul, Minnesota, Schools." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 94-114.

Explains a well-planned program for recruiting future teachers. Questionnaires and rating sheets are illustrated.

Doane, Kenneth R., and Scanlan, William J. "Saint Paul, Minnesota, Teacher Recruitment Project Accounts for the Third Year of College and School Experiences." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 119-145.

Contains a detailed program for the recruitment of new teachers. Included are questionnaires, activity sheets, rating sheets, several case studies, and statistical data.

Doane, Kenneth R., and Scanlan, William J. "Teachers Are Recruited and the First Year of College and Laboratory Experiences Are Accounted for in St. Paul." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 120-148.

The teacher recruitment program in St. Paul, Minnesota, is described. Reveals the many ways student aides helped the regular classroom teachers, and evaluates the program.

Elliott, R. W. "Team Teaching: Effective In-service Training." *American School Board Journal*, Vol. 144, No. 2 (February 1962), 19-20.

The author believes the use of team teaching as a method of training student teachers may lead to a widespread system of off-campus training.

Gaffney, Matthew P. "Higher Education's Relationship to Staff Utilization Studies." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 188-192.

Explains higher education's position relative to staff utilization programs.

Gilbert, Edward H. "A Design for School Improvement." *Administrator's Notebook*, Vol. 7, (May 1959), 1-4.

A report of the School Improvement Program of the University of Chicago discusses three experiments in team teaching.

High, James. "Student Teaching in a Team." Santa Barbara, California, 1962. 12 pp. (Mimeographed)

Describes the use of student teachers in a team program at Santa Barbara High School, Santa Barbara, California. Lists advantages of team teaching. Also, a student questionnaire was developed and the responses are revealed.

Hoopes, Ned E. "The Training Process for Team Teaching." *Journal of Teacher Education*, Vol. 14, No. 2 (June 1963), 177-178.

Four types of experience which distinguish team teaching from other methods of teaching - largely, in the areas of planning and techniques - are discussed.

Mizer, Edwin H. "Practice Teaching for Teaching Trainees." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 269-276.

Reports on methods and techniques for training new teachers. An evaluation sheet is also included.

Nelson, J., *et al*. "Team Teaching for Teacher Education." *The Journal of Teacher Education*, XII (September 1961), 380-382.

A course of study that makes use of a team teaching program to teach future teachers in the areas of history, philosophy, curriculum, and methodology at the college level.

Nelson, Jack L., and Robinson, Gertrude A. "Teacher Education Through Team Teaching." *School and Society*, Vol. 91, No. 2234 (December 14, 1963), 409-410.

Describes a team teaching experiment in teacher education at Los Angeles State College.

Nelson, Jack L., and Robinson, Gertrude A. "Interdisciplinary Education for Teachers." *Improving College and University Teaching*, Vol. II, No. 2 (Spring 1963), 101-102.

Emphasizes the importance of teacher education programs providing experiences for prospective team members, and lists a number of factors to be considered in initiating a team approach for developing a course framework.

Polos, N. C. "Progress in Teacher Education; the Claremont Plan." *The Journal of Teacher Education*, Vol. 11, No. 3 (September 1960), 398-401.

Describes the team teaching program at Claremont Graduate School in California, which attempts to lower the teacher-pupil ratio and increase the quality of instruction.

Seaberg, Stanley. "Team - But Teach!" The Clearing House, Vol. 38, No. 3 (November 1963), 167-169.

Discusses some of the problems in preparation, plant facilities, study resources, and evaluation that can arise with the use of team teaching.

ROLE OF TEACHER ASSISTANTS AND USE OF NEW TECHNOLOGY

"A Tool for Team Teaching." School Management, Vol. 7, No. 11 (November 1963), 76-78.

Visually tells how a teaching team in Norwalk, Connecticut's Naramake School uses the overhead projector to improve the learning of its students.

Alden, Robert C. "Team Teaching at North Texas State University, 1960-61." Peabody Journal of Education, Vol. 39, No. 5 (March 1962), 283-287.

Discusses the structure of a team; criteria for the selection of team members; and the probable effects the program will have on the students.

Beggs, David W., and Olivero, James L. "A Place Out of Space--The Independent Study Carrel--and a Variety of Studies in Lakeview High School, Decatur, Illinois." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 193-202.

This article describes independent study areas in detail.

Bissex, Henry S. "Newton High School, Newton, Massachusetts, Completes Four Years of Large Group Instruction." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 101-114.

Valuable materials presented on the use of the overhead projector and other mechanical aids. Teaching techniques are also included in the article.

Bloomenshine, Lee L. "Team Teaching in San Diego--First Year." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 181-196.

A team teaching program in San Diego, California, that cuts across several subject areas, including physical education. College student aides are used. Teachers' and aides' comments are included in the article.

Bovinet, Wesley G. "Glenbrook Reports on Four Experiments on Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 244-253.

A team teaching program at Glenbrook High School, Northbrook, Illinois. Geometry and general science are taught with the help of teacher aides. A foreign language and teacher-internship program has also been developed.

Braun, R. H. "Urbana, Illinois, Senior High School Changes Staff Patterns and Provides for Superior Students." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 209-215.

Reports a team teaching study involving English, French, mathematics, and general business. Teacher aides are also discussed in the article.

Brock, Clarence A., *et al.* "Bus Drivers Serve as Teacher Assistants in Driver Education at Richwood, West Virginia High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 57-68.

Relates the use of school-bus drivers in assisting the regular teacher teach driver education at Richwood, West Virginia High School. An evaluation of the study is included in the article.

Brock, Clarence A. "Richwood, West Virginia, Initiated Use of Bus Drivers as Teacher Assistants in Driver Education." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 255-256.

Contains a description of the use of school-bus drivers in assisting the regular teacher to instruct in driver education. The qualifications a driver must have to participate in the program are included.

Lists educational television programs throughout the United States. A selected bibliography is included.

Brock, Clarence A., et al. "School Bus Drivers as Teacher Assistants in Driver Education--A Recheck of the Effect on Driver Attitudes." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 79-81.

The use of school-bus drivers in assisting the regular teacher to teach driver education is described. Includes an evaluation and costs of the program as well as the results of the 1956-1957 study.

Brown, James, Casimano, Geno, and Goodell, Jerome. "Team Teaching and Large Group Instruction in Industrial Arts." Industrial Arts and Vocational Education, Vol. 51, No. 4 (April 1962), 20-22.

A report on an attempt to incorporate the team teaching technique on the junior high level to industrial arts education in the Burbank Schools. It discusses advantages, problems, etc., of the program along with presenting an outline of a pair of lessons described to indicate the possibilities of this plan.

Burke, Virginia M. "The Lay Reader Program in Review." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 261-268.

Describes a program that uses lay readers to help correct papers for English teachers. Advantages and disadvantages of the program are discussed.

Cashen, V. M., et al. "Fourteen Staff Utilization Studies in Township High School District 214, Arlington Heights, Illinois." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 211-232.

Reports the use of records and tapes to teach foreign languages. Student assistants are utilized.

Central Michigan College of Education. A Cooperative Study for the Better Utilization of Teacher Competencies--Second Printed Report. A report prepared by the Central Michigan College of Education. Mount Pleasant, Michigan: Central Michigan College of Education, 1955. 32 pp.

A report on teacher aides in Bay City, Michigan.

Clark, Arvel B. "Administering Team Teaching in East Side District, San Jose, California." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 141-144.

Gives a description of the equipment necessary to start large-group instruction. An itemized list showing the cost of each item appears in the article.

Cooper, Walter L. "J. Sterling Morton High School and Junior College, Cicero, Illinois, Uses Tapes, Language Laboratories, and Team Teaching." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 79-84.

Tapes were used to teach shorthand and foreign languages. Also, a teaching team taught English and American literature.

DeBernardis, Amo., *et al*. *Planning Schools for New Media*. A report prepared by the Portland State College Division of Education. Portland, Oregon: Portland State College, 1961. 72 pp.

A description of the use of mechanical and electronic aids in improving the teaching program.

Dillon, Carl L. "Taylorville, Illinois, Senior High School Uses Tape Records, Team Teaching, and Large Group Instruction to Improve Staff Utilization." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 179-188.

Describes a team teaching program experimenting in teaching business administration courses and Latin with tapes. Some problems are discussed and recommendations given.

Educational Facilities Laboratory, Inc. *Planning for Schools with Television*. A report prepared by the Education Facilities Laboratory, Inc. New York: Educational Facilities Laboratory, Inc., 1960. 96 pp.

Relates a program for incorporating television instruction in schools of the future. Detailed specifications for installation of equipment is furnished.

Ford Foundation. *ETV--The Learning Lens*. A report prepared by The Ford Foundation. New York: The Ford Foundation, 1961. 66 pp.

Ford Foundation. *Teaching by Television*. A report prepared by The Ford Foundation. New York: The Ford Foundation, 1959. 87 pp.

A report describing the use of television in schools and colleges throughout the United States.

Ford Foundation. *Time, Talent, and Teachers*. A report prepared by The Ford Foundation. New York: The Ford Foundation, 1960. 51 pp.

Reviews various staff utilization studies in elementary and secondary schools. New types of electronic devices and architectural designs are revealed.

French, John, *et al*. "A Small School in Beecher, Illinois Makes Big Strides." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 85-98.

Purposes of the tachistoscope, controlled reader, reading accelerator, and tapes are described. Use of student aides is evaluated.

French, John. "Beecher, Illinois, Small School Study." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 241-243.

Tapes were used to teach foreign languages, typing, and spelling. Student aides and a non-certificated person acting as a librarian were used.

French, John, and Bammann, Bernice. "A Variety of Improvements in Staff Utilization are Tried in a Small High School at Beecher, Illinois." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 115-125.

This study incorporates the use of students as "cadets" in teaching physical education and uses them in clerical work.

Gibson, R. E. "Final Report on the Westside High School Teaching-By-Tape Project." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 56-62.

Describes a program teaching Spanish and spelling by tape. Many suggestions and evaluations are included in the article.

Gibson, R. E. "The Tape Recordings Experiment Is Expanded in Westside Junior and Senior High Schools, Omaha, Nebraska." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 49-62.

Spelling and Spanish were taught by tape. Contains statistical results of the study and recommendations for future programs.

Gibson, R. E. "Westside High School, Omaha, Nebraska, Continues Teaching Spanish and Spelling Partly by Tape." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 267-269.

The methods and techniques used in teaching Spanish and spelling by tapes are revealed. A comparison is made between the experimental groups and the control groups.

Glancy, Philip B. "Brookside Junior High School, Sarasota, Florida, Strives for Quality Education." The Bulletin of the National Association of Secondary-School Principals, Vol. 46, No. 270 (January 1962), 157-160.

A description of large-group instruction methods used at Sarasota, Florida. Folding walls and modern electronic aids are used in the program.

Gray, Harold F. "Teaching Assistants." California Journal of Secondary Education, XXXV, No. 4 (April 1960), 246-249.

A program in Clover Park High School, Tacoma, Washington, in which teacher assistants are used in math, chemistry, and English.

Hampton, Robert, Brother. "Team Teaching by TV." Catholic School Journal, Vol. 64, No. 10 (December 1964), 42-43.

Discusses the use of a closed-circuit TV system in Notre Dame High School in Sherman Oaks, California. The purpose of the system was to develop superior programs in religion and history and to make the superior teacher available to an unlimited number of pupils. The article also discusses the costs of the installation of the system.

Hayes, Charles. "Community Services Backstop Pittsburg Teaching Teams." Audio Visual Instruction, Vol. 7, No. 6 (June 1962), 390-391.

Types of team teaching in the Pittsburg public schools are presented. Particular emphasis is placed on enlisting several types of assistance from community organization for strengthening the program.

Howe, Harold. "Needed: A Radical Change." Saturday Review, Vol. 43, No. 38 (September 17, 1960), 73-74.

A prediction of independent study for students of the future. Also, the author comments on teaching machines and television.

Hurley, William, et al. "Team Teaching and Use of Recorders in Taylorville Senior High School." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 268-274.

A team teaching program utilizing tapes to teach social studies, office practice, Latin, and English. An evaluation of the program is included.

Johnson, Curtis. "Plan for Increased Opportunities in Science is Continued at Alexander Ramsey High School, Roseville, Minnesota." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 341-343.

Undergraduate students are used to help science teachers in this study. Future plans call for a continuation of the program.

Johnson, Curtis. "Roseville, Minnesota's Alexander Ramsey High School's Experimental Project in Science Becomes a Part of the Regular Program." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 257-260.

Use was made of the science laboratories after school and on Saturdays to provide more laboratory time for the students. Students from the university were used to teach these extra laboratory periods.

John, Curtis, and Vander Horck, Karl. "Non-Certificated Laboratory Assistants Are Used to Extend Science Opportunities for Pupils at the Alexander Ramsey High School, Roseville High School, Roseville, Minnesota." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 13-48.

Second year of the study that added extra science laboratory periods to the schedule after school and on Saturdays. University students and graduates were used as aides.

Johnson, Curtis, and Vander Horck, Karl. "Non-Certificated Laboratory Assistants Are Used to Relieve Teachers and Extend Science Opportunities for Students at the Alexander Ramsey High School, Roseville, Minnesota." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 142-153.

Added extra science laboratory periods to the schedule after school and on Saturdays. University students and graduates were used as aides in teaching classes. Problems encountered and evaluations are disclosed.

Lalime, Arthur W. "Elementary Schools Designed for Team Teaching." *Audio Visual Instruction*, Vol. 7 (October 1962), 540-541.

A description of the design of the Naramake Elementary School at Norwalk, Connecticut. Provision is made for both large and small group instruction as well as efficient use of audio-visual equipment. An actual floor plan is included.

Lewis, A. J. "Staff Utilization to Improve Learning." *Education Leadership*, Vol. 17, No. 7 (April 1960), 410-415.

Emphasizes that individual instruction should be an important by-product of team teaching. Staff structure and teacher aides are explored.

Lonsdale, Bernard J. "Television and Team Teaching in California Elementary Schools." *California Journal of Elementary Education*, Vol. 31, No. 2 (November 1963), 75-94.

Both the common purposes and individual goals of the use of television, team teaching or variations in staff utilization, and programed learning are extensively discussed. Stresses a place for experimentation and a need for change in education but within framework of goals.

Lumsden, Robert. "Evanston, Illinois, Township High School Adds to Its Program." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 46, No. 270 (January 1962), 223-228.

Describes the use of dictation machines in grading English themes, and a health education course which is taught with team teaching.

Mitchell, Wanda B., *et al.* "Closed-Circuit Television Is Used at Evanston Township High School." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 19-54.

How the Evanston Township High School launched its closed-circuit television program. Typing and English were the two main subjects taught. Evaluation of the program and costs are included.

Mitchell, Wanda B. "Evanston, Illinois, Township High School Expands Use of Closed-Circuit Television in 1957-58." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 75-78.

Staff utilization with the aid of closed-circuit television is used in the teaching of English, drama, typing, and various publicity programs carried on by the school.

Nesbitt, William O. "Big Classes in Texas." *Educational Screen and Audio-Visual Guide*, Vol. 38, No. 11 (November 1959), 594-596.

Explains the team teaching program at Snyder, Texas. Includes descriptions of teaching teams, classroom television, teacher aides, and use of the overhead projector.

Nesbitt, William O. "Changes in Class Size, Teacher Time, and the Use of Electronic and Mechanical Aids Are Made in Snyder, Texas." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 126-141.

A description of various team patterns, types of flexible scheduling, and building layouts. Instructional techniques are also explained.

Noall, Matthew F., and Nuttall, Maurice. "Staff Utilization Through Language Arts Reorganization, Huricane, Utah." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 148-155.

An explanation of how the teacher's time can be saved through staff utilization, and how the course content is enriched by using specific talents the team teachers possess in certain areas.

Noall, Matthew F., and Wilson, Parry. "Paraprofessional Helpers in a Language Arts Program at the Logan City High School, Utah." The Bulletin of the National Association of Secondary-School Principals, Vol. 44, No. 252 (January 1960), 172-177.

A description of the many duties performed by teacher aides. A list of advantages and disadvantages of the program is submitted. Costs were evaluated and recommendations made.

Olson, Clarence E. "Team Teaching, No Grades." St. Louis Post-Dispatch, (Sunday, January 24, 1965), 2-7.

Valley Winds School in the Riverview Gardens District of north St. Louis County, Missouri, uses building design, top talents, and technical aides in its all-out team teaching program.

Pannwitt, Barbara S. "Evanston, Illinois, Township High School Reports on Five Years of Projects, Including Television, Team Teaching, and Large and Small Group Instruction." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 245-248.

Reviews many team teaching programs that have been developed over a five-year period. Methods and suggestions are reported.

Perkins, Bryce, et al. "Teamwork Produces Audio-Visual Techniques." Grade Teacher, Vol. 77, No. 10 (June 1960), 55-72.

Describes the ways the Norwalk Plan uses audio-visual and other materials.

Pickrel, Glenn, et al. "Tape Recordings Are Used to Teach Seventh Grade Students in Westside Junior-Senior High School, Omaha, Nebraska." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 81-93.

Explains a program teaching spelling and Spanish by tape. Detailed statistical tables reveal the results of the study.

Pitruzzello, Philip R. "What is Happening in the Use of Teacher Teams and Teacher Assistants; Report of a Survey." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 264 (April 1961), 326-328.

Reviews the performance of the teaching team members, including student assistants and community help. Questions for future programs in team teaching are supplied.

Powers, J. R., and Oudot, S. "Parlons Francais." *Educational Leadership*, Vol. 17, No. 3 (December 1959), 148-152.

An explanation of a team teaching program that utilizes television in the teaching of French. Audio-visual aids, methods, and functions of the teacher assistants are discussed.

Reber, Kenneth W. "Educational Broadcasting and Staff Utilization in South Bend: An Experiment in Group Guidance." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 197-201.

Students are taught group guidance by radio. A control group was compared with an experimental group. The results are revealed.

Reber, Kenneth W. "Potential Service of FM Radio in Staff Utilization in South Bend: An Experiment in Group Guidance." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 243 (January 1959), 220-222.

Describes the use of FM radio in teaching certain types of occupational, educational, social, and personal information. Observations and findings are included.

Reber, Kenneth W. "South Bend, Indiana, Develops Educational Broadcasts of Group Guidance." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 167-177.

Describes a group guidance program at all the senior high schools in South Bend, Indiana, by radio broadcasts. Testing procedures and an evaluation of the program are given.

Scanlon, John J. "Classroom TV Enters a New Era." *Saturday Review*, Vol. 44, No. 20 (May 20, 1961), 50-52.

An excellent article explaining the advantages of instruction by television. A Mid-West Program covering a six-state area is presented.

Shaplin, Judson T. "Team Teaching." *Saturday Review*, Vol. 44, No. 20 (May 20, 1961), 54-55.

Explains why team teaching can be more effective than ordinary classroom instruction. The roles of aides and other nonprofessional personnel are described.

Sheeley, Loran L. "Improve Instruction--Educational Television in Miami, Florida." *The Bulletin of the National Association of Secondary-School Principals,* Vol. 46, No. 270 (January 1962), 209-212.

Reports on the methods used in teaching by television at Miami Jackson High School, Miami, Florida. A cost evaluation and advantages of the program are revealed in the article.

Singer, Irad. "What Is Happening in the Use of Technology in the Classroom and in Class Size--Report of a Survey." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45 (April 1961), 328-330.

A report on a six-state questionnaire sent to all secondary schools in New York, Georgia, Illinois, Michigan, Colorado, and California. Evidence of the need of technology in the classroom and limited results of class size are included.

Sioux Falls Public Schools. "Educational Television in the Sioux Falls Public Schools." Sioux Falls, South Dakota, September 1962. 28 pp. (Mimeographed)

A detailed report giving statistical data in regard to the adoption of an educational television program in the Sioux Falls Public Schools. Tables, questionnaires, and recommendations are included.

"Summer Meeting Stresses Technology Theme." *Audio-Visual Instructor*, Vol. 6, No. 7 (September 1961), 352-353.

Definitions are given for various types of teaching teams. Questions are posed to the regular classroom teacher on the subject of team teaching.

Trump, J. Lloyd. "New Directions in Scheduling and Use of Staff in the High School." *California Journal of Secondary Education*, XXXIII, No. 6 (October 1958), 362-372.

Reviews the functions performed by experienced teachers, paraprofessionals, clerks, general aides, community consultants, and staff specialists. Flexible scheduling is discussed and illustrated with tables.

Turney, David T. "A Study of the Classroom Use of Secretarial Help in the Public Schools of Davidson County, Tennessee." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 44, No. 252 (January 1960), 335-340.

Married women from the community worked as part-time secretaries in this experiment. Contains a summary of findings and conclusions.

Watson, N. E. "Glenbrook High School, Northbrook, Illinois, Projects on Internship, Large Classes, Team Teaching, Teacher Aides, and Language Lab." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 45, No. 261 (January 1961), 51-56.

Discussion of the second year of the team teaching program at Northbrook, Illinois. Internship for beginning teachers, large classes, teaching teams,teacher aides, and a language laboratory are reported.

Winget, L., and Lobb, M. Delbert. "What Are Some Experimental Changes in Class Schedules, Student Groupings, and Team Teaching Being Tried in Junior and Senior High Schools?" *The Bulletin of the National Association of Secondary-School Principals*, Vol. 43, No. 246 (April 1959), 108-112.

Teacher assistants, teaching methods, and mechanical aids are evaluated in the team teaching program.

Wisconsin Improvement Program. *Making Teaching and Learning Better*. A report prepared by the Wisconsin Improvement Program. Madison, Wisconsin: The University of Wisconsin, 1962. 57 pp.

Describes the Wisconsin Improvement Program's team teaching proposals that were incorporated in several Wisconsin School systems. Use of television and other electronic aids are reported.

Wyatt, Sidney L., et al. "Utah Uses State-wide Approach in Studying Utilization Effects of Junior High School Evaluative Criteria, Physics Films, and Core Programs." *The Bulletin of the National Association of Secondary-School Principals*, Vol. 42, No. 234 (January 1958), 168-173.

A study to promote better staff utilization in the teaching of physics through the use of films on a statewide basis.

Wynn, D. Richard, and DeRemer, Richard W. "Staff Utilization, Development, and Evaluation." Review of Educational Research, Vol. 31, No. 4 (October 1961), 393-401.

A discussion of staff selection, teacher aides, mechanical aids, staff relationships, and staff morale in regard to team teaching. Included is an evaluation of team teaching.

SCHOOL PLANT INNOVATIONS

"Administrator's Guide to Team Teaching." Education Digest, Vol. 29, No. 1 (September 1963), 32-33. (Reported from Overview, IV, April 1963, 54-55)

Administrators are strongly in favor of team teaching because it is regaining and strengthening their role as instructional leaders. Cited is the West District Elementary School in Farmington, Connecticut, for its flexible architectural arrangement.

Allen, D. W. "Talents, Time, Tasks, and Teachers." California Journal of Secondary Education, XXXV, No. 5 (May 1960), 232-235.

Describes how the teachers' time can be put to better use through the use of assistants and mechanical devices.

Bissex, Henry S. "Newton Plan Challenges Traditions of Class Size." Nation's Schools, Vol. 65, No. 3 (March 1960), 60-64.

Describes the team teaching program at Newton High School, Newton, Massachusetts. Includes a discussion of several courses of study and changes in the physical plant.

Castaldi, Basil. "New Dimensions in Plant Planning." Overview, III, No. 1 (January 1962), 44-46.

States that future school buildings will have to be designed for team teaching. Space for large-group classes, small-group classes, and independent study areas will need to be provided.

Educational Facilities Laboratory, Inc. New Schools for New Education. A report prepared by the Educational Facilities Laboratory, Inc. New York: Educational Facilities Laboratory, Inc., 1961. 53 pp.

Contains proposals by architects on how the school of the future should be constructed.

Evans, Clinchy, ed. Schools for Team Teaching. A report prepared by the Educational Facilities Laboratories, Inc. New York: Educational Facilities Laboratories, Inc., 1961, 64 pp.

An excellent report containing drawings, floor plans, and photographs of schools designed for team teaching.

"Flexible Classrooms for a Flexible Curriculum." School Management, Vol. 3, No. 11 (November 1959), 45-47.

The architectural features of the Carson City, Michigan, school include improvements to provide for team teaching.

Ford Foundation. Time, Talent, and Teachers. A report prepared by The Ford Foundation. New York: The Ford Foundation, 1960. 51 pp.

Reviews various staff utilization studies in elementary and secondary schools. New types of electronic devices and architectural designs are revealed.

Heller, Melvin P., and Howard, Eugene R. "A New High School Organizes for Quality Instruction." The Bulletin of the National Association of Secondary-School Principals, Vol. 45, No. 261 (January 1961), 273-274.

A new $2,000,000 high school was constructed at Norridge, Illinois, specifically for team teaching. It was patterned after suggestions and concepts described in the booklet, Images of the Future, by Dr. J. Lloyd Trump.

Lalime, Arthur W. "Elementary Schools Designed for Team Teaching." Audio Visual Instruction, Vol. 7 (October 1962), 540-541.

A description of the design of the Naramake Elementary School at Norwalk, Connecticut. Provision is made for both large and small group instruction as well as efficient use of audio-visual equipment. An actual floor plan is included.

Lewis, Philip. "Facilities for the School of the Future: A Bibliography." Audio Visual Instruction, Vol. 7 (October 1962), 562-564.

A bibliography of materials on planning new school buildings and classrooms, instructional resource centers, and team teaching.

Mitchell, Donald P. "Housing Cooperative Teaching Programs." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 44-53.

Discusses the necessity of changing the physical plant along with the new teaching arrangements; the various solutions in building design, equipment, and cost. Recommends several books as reference sources when planning such changes.

Nelson, J. "And Here Is How an Educator Would Put the Perception Core into Effective Use." Nation's Schools, Vol. 65, No. 3 (March 1960), 85-87.

Describes a proposed team teaching program incorporating new building designs. Team structures, grouping, and flexible scheduling are also discussed.

Nesbitt, William O. "Changes in Class Size, Teacher Time, and the Use of Electronic and Mechanical Aids Are Made in Snyder, Texas." The Bulletin of the National Association of Secondary-School Principals, Vol. 42, No. 234 (January 1958), 126-141.

A description of various team patterns, types of flexible scheduling, and building layouts. Instructional techniques are also explained.

Ohanion, Arthur. "Team Teaching." Educational Screen and Audiovisual Guide, (May 1963), 259.

Emphasizes the importance of updating plant facilities to better facilitate the use of instructional aids and resource materials and describes a building designed for team teaching.

Partridge, A. R. "Staff Utilization in Senior High School." Educational Leadership, Vol. 18, No. 4 (January 1961), 217-221.

Comments on several team teaching programs in operation throughout the United States. The author believes that future buildings should be designed for team teaching.

Price, John W. "More Experience with Utilizing a New School Plant at Syosset, New York, in Contributing to Staff Use and Curriculum Development." The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 167-180.

The school plant in this study was especially adaptable to team teaching. Problems pertaining to large-group instruction are recorded. Student and teacher reactions to the program are evaluated by a questionnaire.

Stetson, G. A., and Harrison, J. P. "Junior High School Designed for Team Teaching." American School Board Journal, Vol. 140, No. 5 (May 1960).

Wings were attached to existing buildings to provide the correct architecture for the team teaching program. Advantages of team teaching are provided.

Smith, James E. "Flexible Scheduling at Ridgewood High School." California Journal of Secondary Education, Vol. 36 (October 1961), 364-366.

A report on team teaching at Ridgewood High School, Norridge, Illinois. Included are use of modules, incorporation of staff members into instructional groups, and the physical construction of the school plant.